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THE UNIVERSITY OF ALBERTA

A DESCRIPTION AND FOLLOW-UP STUDY OF
SOCIAL SERVICE PROGRAMMES
AND GRADUATES

by



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A THESIS

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ABSTRACT

This study was part of a larger Alberta Colleges Commission project dealing with the whole area of social service education, social service positions and workers in Alberta. The author through this study investigated a group of ninety-five students and fifty-four graduates of social service programmes offered at Mount Royal College, Calgary, the Northern Alberta Institute of Technology, Edmonton, and Red Deer College. It was hoped to determine what factors motivated students and graduates to enter social services training and to what extent their expectations of the programmes were met.

Most replies received were most positive. Both graduates and students generally responded very favourably to their social service training and most graduates had suitable employment positions in which they were happy. However, some indicated that they wished that they had taken other training, mainly in the same general area, but at the university level; i.e. psychology, or social work. These students were mainly disappointed in the programme itself, while graduates tended to have their negative feelings due to difficulty in obtaining employment or finding that they were disappointed in their work positions. There were mixed and conflicting responses regarding the availability of suitable positions. Most respondents indicated they were

planning on working in the social service area or continuing their education for the coming year.

Both graduates and students generally saw their more practical and field oriented courses as being of most value both personally and in relation to future employment. About one half of the graduates indicated that they felt that the programme should be longer giving more time for specialization. The desire for later transferability of social service courses to a university degree was often indicated and a recommendation for further study in this area was made by the author.

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CHAPTER I

INTRODUCTION

Throughout history, man has helped his fellows in personal, social, and economic difficulties. Each society in the past has had some method of dealing with the destitute, the aged, the orphaned, and the chronically ill, but during the last fifty years society has sophisticated and system-etized this provision of relief into the profession of social work. Now with the sudden expansion of various types of services made available by social work agencies, and an ever growing number of the populace making use of these services, a serious lack of social workers has been evident. However, due to the increasing academic and professional requirements of social workers, many persons who would wish to work with people in need have been excluded from the profession (Jolliffe, 1968).

The current manpower shortage in social work is a measure of both success and failure. It reflects success in that it indicates a rapid development of social services in recent years, but failure in defining the nature of the tasks required to carry out these programs and to enlist and educate enough personnel to carry out the work.

Need for Social Services Training Programmes

The shortage of staff to fill positions in social work agencies and other institutions has been severe in the recent past, both in Canada and the United States. In June

of 1959, the United States Department of Health, Education and Welfare, Bureau of Public Assistance, held an advisory meeting to explore ways of defining more clearly the use of staff both with professional social work preparation, and staff without such preparation. A summary of this meeting contained the following statements:

There is a valid place in social work for personnel with a master's degree in social work, and for personnel with a bachelor's degree. Such personnel have a common purpose. Each, however, has a valid place and should be expected to make different contributions. Each should have a respected status, job satisfaction, and a clear differential in job function.

Although the discussion was related primarily, at this time, to the hypotheses for master's degree and the bachelor's degree, there was recognition that there are responsibilities in public assistance which may require persons with professional education beyond the master's degree, and also persons with educational qualifications less than a bachelor's degree, who can carry out assigned duties under some work direction --for example, case aides and administrative assistants.¹

Canada was not far behind. In February, 1961, the Canadian Welfare Council, Public Welfare Division, issued an interim report on a study conducted regarding the staffing of the Canadian public welfare services. The purpose of the study was to determine, in view of the shortage of professionally trained staff, what functions in public

1. Department of Health, Education and Welfare, Social Security, Administration, Bureau of Public Assistance, Washington, June, 1959 - Pamphlet Project - Allocation of Job Duties in Relation to Educational Background, pp. 2 - 3.

assistance programmes needed to be carried out by graduate social workers, and which functions could be adequately performed by persons with less or alternative training. Generally it was stated that the non-professional worker could be responsible for working with those cases which presented straightforward or obvious needs, and which required mainly straight financial assistance, limited service, and fairly routine periodic visits.

In Alberta, according to a proposal submitted by the Northern Alberta Institute of Technology to the Worth Commission on Education, a study by the Alberta Social Work Research Committee was conducted in 1962 to determine the need for technically trained social service personnel in Alberta. It was then found that there was an acute shortage of professionally trained social workers in Alberta, while at the same time social work agencies were expanding their programmes and implementing new services. It was also found that for various reasons, many employers actually preferred hiring personnel trained at the technical or junior college level for more than twenty per cent of their existing and projected social service positions. As well, almost fifty per cent of social service personnel who were working in the field but lacking professional training expressed a personal need for a technical level training programme.

The Canadian Association of Social Workers issued a statement entitled "The Critical Manpower Shortage in the

Welfare Field," which it presented to the National Council of Welfare in October, 1965. In part the report stated:

The gap between manpower needs and manpower resources has been widening at a rapid rate due to a combination of several factors, including: increased population; the up-swing in calls for service from persons, groups, and communities; the creation of new services and the proposals for new programs; the inability of our present educational and training institutions to increase enrolment at a rate which is commensurate with the increased needs of the field.

The shortage becomes more acute with each new government measure and with each major voluntary development designed to improve the quality of services, to extend services to a larger group in the community, or to reach communities and individuals who before have been without services.

Programs to meet the personal needs of the field should include several types of training: undergraduate university courses; extension courses; summer schools and seminars; vocational courses; graduate schools of Social Work; on-the-job training.²

In 1966, the Canadian Association of Social Workers held a conference entitled "The Profession's Expectations of Undergraduate Education", stressing that alternative career streams into social work were needed. In the same year, the Canadian Association for Education in the Social Services (CAESS) held a conference, with a theme similar to the one held by the professional social workers. The CAESS theme was entitled "Manpower Needs in the Field of Social

2. Phillpott, F. L. "Statement on The Critical Manpower Shortage in the Welfare Field". Canadian Association of Social Workers, Ottawa (Oct. 1965, pp. 1 - 2.

Welfare." At this time there was a stated concern as to the overall quality of services offered in social service programmes, as the percentage of professional social workers within the social welfare field was actually declining.

The Youth Services Division of the Edmonton Welfare Council established an ad hoc committee in 1966 to determine the need for technical social services training facilities in greater Edmonton. This was done on the advice of several agencies in the Edmonton area. A survey of different institutions in Edmonton -- hospitals, welfare departments, and other agencies indicated almost universal support for the establishment of a technical level of social services programme. It was determined that the projected needs for persons with this level of training would be forty-six graduates in the first year and one hundred and twenty-three over a three year period. As the survey was conducted only in the Edmonton area, the Committee conjectured that provincial requirements should triple that figure.

A 1968 publication entitled "Manpower, Social Work and the Use of the Social Service Worker," prepared by R. Jolliffe, Social Services Course Director for the Ryerson Polytechnical Institute read:

In the United States, roughly four of the five people employed as social workers lack the two years of graduate school education. There are in that country as many as ten thousand unfilled vacancies despite the use of less qualified staff. In Canada much of the same picture exists. For every graduating social worker, there are three or four positions available,

while over two thirds of incumbents in social work positions lack professional education or training. Furthermore, the spread of trained workers is highest in specialized fields, such as psychiatric and medical social work; child welfare and family services; and also at advanced levels, including supervisory, administrative, and executive positions.³

As early as 1958 at Mount Royal College in Calgary, an evening extension course was designed by Frank Anderson. This course, which was a forerunner to the present Social Work Careers programme at Mount Royal College stressed communicative and personal development and was mainly intended for volunteer community leaders. Because of its popularity, a department of Community Services was established at Mount Royal College in 1959. This course was intended for persons who would hopefully later attend university and was meant to give them some idea of what social work courses and field work would be like. However, a number of students completed this two-year course and immediately obtained employment as welfare workers or social work aides due to the scarcity of persons who had any type of training.

In September, 1967, Lyle Howarth, MSW was appointed Researcher of Proposed Welfare Programs at Mount Royal Junior College in Calgary, to determine future needs for social service personnel and training programmes in Alberta. Recommendations from his study were that there were three

3. Jolliffe, R. "Manpower, Social Work and the Use of the Social Service Worker". Unpublished Paper. Ryerson Polytechnical Institute, Toronto, 1968, p.2.

programmes in the Community Services field which were warranted for Mount Royal Junior College for the academic year 1968 - 1969. These courses were Correctional Career Workers, Welfare Career Workers, and Residential Child Care Workers. Mr. Howarth found that in the recent past there had been ample interest shown in similar courses at the Northern Alberta Institute of Technology in Edmonton. It was then deemed feasible to offer these courses at Mount Royal College.

The Blair Commission studied all aspects of mental health services in Alberta. The report, Mental Health Services in Alberta, 1968, set guidelines for changing and developing Alberta's mental health services for the next ten to twenty years. The Blair Commission study was a large undertaking, its report being the result of a year's study and discussion by hundreds of people in all phases of mental health work throughout the province.

The Blair Commission report stated:

The supply of qualified social workers in Alberta, as elsewhere in Canada, falls short of the demand. Statistics indicate that the number of social workers qualifying from the professional schools is not appreciably exceeding the loss by deaths and discontinuation of practice.

Blair went on to say:

Because of the shortage of qualified social workers, it has been the practice to employ as social workers personnel without adequate or formal training. There are in central health services many tasks in the general area of social work that can be adequately carried out without the formal

qualification of social workers. Because of the great shortage of social workers, the deployment of such personnel should be deployed in situations where they are under the supervision of qualified social workers.

Universities, particularly through their schools of social work, should offer appropriate training programs to prepare personnel as social work aides, child care workers, welfare workers, etc. Such training programs should be encouraged and supported by all possible means.⁴

In 1971, a conference of the Canadian Association for Education in the Social Services was held in Ville D'Esterel, Quebec, with the theme "Manpower Development Goals -- For What Purpose and For How Many?" The current manpower situation in the Social Services in Canada was seen as being quite different from when their last conference had been held five years previously, primarily in the following aspects:

1. Due to several reasons, including the tightening economic situation, there has been a levelling off in the introduction of new social welfare programs, as well as in the number of new openings for social workers. It is no longer easy for a person with a BA degree to obtain a social service position.
2. The consumers of social services have become much more sophisticated and more vocal regarding the type and quality of services they seek.
3. University social work programs have expanded greatly. The professional

4. Blair, W.R.N. Mental Health in Alberta, A Report on the Alberta Mental Health Study, 1968, Calgary, 1968. p. 99.

undergraduate BSW degree has become the major route for preparation of students for the profession of social work, while the MSW is being increasingly defined as a second degree, to be taken only by students who have demonstrated ability for graduate work and who are interested in further specialization.

4. Social service education takes different forms in different parts of Canada, and availability and utilization of professionals varies. Although there is still a shortage of social work and social service graduates in some geographical areas, it is beginning to appear that Quebec, Ontario, and Manitoba may now be graduating more students than they can⁵ employ in their own welfare systems.

Specific Background to the Study

In February, 1970, a Social Services Ad Hoc Committee meeting was held, chaired by Dr. R. G. Fast, Director of Instructional Services of the Alberta Colleges Commission. Representatives of each of the three institutions concerned with the education of social services personnel in Alberta were present. It was agreed at that time that a study should be conducted in order to determine the then current situation with regard to social service workers in Alberta. No previous comprehensive studies had been done in this field in Alberta, and there were also no comprehensive studies to date in other parts of Canada which could supply relevant data which could be generalized to the Alberta situation.

The following aspects of Social Service education in Alberta were to be investigated:

- (a) Manpower requirements in the various social

5. CAESS. Conference on Social Services Manpower Definitions, 1971.

service fields in Alberta and in the Northwest Territories.

- (b) Role definitions for the various positions.
- (c) Types of training or qualifications required to meet the needs of these positions.
- (d) Relationship of the number of graduates to occupational requirements.
- (e) Articulation or transferability of students from colleges to universities.

This study, which came about as a result of that meeting, was part of a larger project designed to investigate all questions and areas mentioned above. Researchers initially involved in the whole area study were: F. Oliva, J. G. Paterson, D. D. Sawatzky; who subsequently brought D. B. Johnson, R. Leinweber, H. J. Masciuch, D. Paley, and M. Westwood into the team.

Definitions

Although the following terms have been in frequent use especially by agencies and in written articles, their specific definitions and limitations have often differed depending upon the agency or paper that has used them, and the context in which the terms have been used. There has been and still is a definite need for standard definitions in this field.

The following definitions were based entirely on educational qualifications and indicated the way these terms were used in this paper. However, these definitions did not necessarily agree with terminology used by social agencies.

The term social worker was used to refer to a

university graduate from a recognized school of social work, who was eligible for membership in the Alberta Association of Social Workers. According to The Alberta Social Workers Act (1969);

A person shall be admitted as a member of the Association

(a) if

- (i) his academic qualifications are satisfactory to the council,
- (ii) he is of good character, and
- (iii) he has paid the membership fee,

or

(b) if

- (i) he is a registered social worker, and
- (ii) he has paid the membership fee.⁶

The term social service worker has referred to a graduate of a post-secondary, non-university programme of education in this field. In Alberta, this training has been in a technical institute or a junior college, and has been two years in length.

An untrained worker has referred to an individual who had no formal education in either the social work or the social service fields, but was employed as a case aide or related worker by a welfare agency or other institution. The untrained worker has generally come from various backgrounds of related experiences, including police work, business, or nursing.

Overview of the Study

This researcher's particular aspect of the larger

6. Queen's Printer, The Social Workers Act, p. 3.

project was to determine what factors motivated students and graduates to choose to enter Social Services training, and to what extent their expectations of the programmes were met. This study consisted of submitting questionnaires to all graduates and students who, at the time of the study had attended or were attending Social Services programmes in Alberta educational institutions. These institutions were the Northern Alberta Institute of Technology in Edmonton, Mount Royal College in Calgary, and Red Deer College.

During the time of this study, the Social Services Technology programme was offered at N.A.I.T. with S. DeBow as Senior Instructor of this programme. This programme was subsequently transferred to Grant McEwan Community College, Edmonton, in September, 1971. S. DeBow became the Section Head of the Social Services Programme at Grant McEwan, retaining a continuity with the old programme.

The data from the questionnaires was divided into three main areas which covered: (1) demographic data about graduates and students of Social Services programmes, (2) the way Social Services programmes were perceived by graduates and students, with special reference to the relevance of the programmes in preparation for later work in this field, and (3) the ease with which graduates of Social Services programmes obtained satisfactory and satisfying employment in their area of training.

LIMITATIONS AND STRENGTHS OF THE STUDY

In longitudinal follow-up studies of students and graduates of post secondary educational programmes, the response to a questionnaire-type study is often unfavourable. This is a generalized limitation for any research design of this nature (Good, 1941).

However, all students and graduates of Alberta Social Services programmes comprised the sample to whom questionnaires were sent or delivered. The average return of fifty to sixty per cent for survey-type designs was obtained (Travers, 1969) with a 55.4 per cent return from those subjects whose whereabouts were known. The complete anonymity of the questionnaires was both a strength and a severe limitation in that there was no way of knowing which persons had not returned their questionnaires. In such a case there was no way of sending reminders to delinquent subjects in order to get a greater percentage return. A slightly larger percentage of graduates (58.1%) than students (54.0%) returned their questionnaires, and a number of each group made pertinent written comments on their questionnaires as well as completing the items.

The small number of subjects was a limitation to the study. However, the fact that graduates had taken their training only two years previously at most allowed them to remember their training well enough to complete most of the items on the questionnaire. For most, information was easily recalled, especially regarding how the graduates

evaluated their individual courses and training in general. This was especially so regarding ease of obtaining employment and how valuable they saw their social services training when they were in the employment field.

Organization of the Thesis

Following the introduction on the nature and purpose of the thesis in Chapter I, a condensed review of literature and background related to the development of social services training, especially in Alberta, was discussed in Chapter II. Chapter III contained a discussion and description of the design of the study along with the methods and procedures used to collect data and in administering the questionnaire. The information gathered via the questionnaire was categorized and presented in Chapter IV. Finally, a summary, the implications as seen by the writer, and recommendations, where appropriate, were presented in Chapter V from the results obtained from the data.

CHAPTER II

Introduction

This chapter of the study dealt with the development of social services training in Canada, with special reference to the Alberta situation. The present Alberta social services programmes were described. Also, research directly related to this study was summarized and discussed.

SOME RELATED LITERATURE

Development of Social Services Training

Because of the shortage of qualified social workers in Alberta as well as in other parts of Canada during the last decade, a need was seen to provide educational programmes to train persons to be case aides and social service workers. These persons were to work in conjunction with and under the direction of professional social workers, rather than to have agencies continue with the old method of hiring untrained workers, persons who were merely interested in working in the social work area, but who had no formal training in that field. Social service workers were to directly relate to clients and to work in a close relationship with them. As the social service worker would probably work in a team, assignments of individual team members could be flexibly assigned in a manner that would free the professional team leader to handle situations which would require his special skills, while the social service worker could deal with other cases.

Up to 1964, there was only one formal channel for social work education in Canada, that being through the Master of Social Work programmes (Jolliffe, 1968). However, in 1958, Frank Anderson developed a course which was a precursor to the present Social Work Careers programme at Mount Royal College, Calgary. Anderson's course stressed intra-personal growth and was originally intended for community leaders, mainly volunteers. There were no academic prerequisites for these evening courses and Anderson modified the course according to the interests, concerns, and pace of each individual group enrolled in his course. Anderson's course soon sparked so much positive interest that he was approached by Mount Royal College to offer his course as part of that institution's course of studies. He refined his course, and in response to a community demand, a department for Community Services training was established at this same institution in 1959. This programme was two years in length and was designed for persons who would presumably go on to a Bachelor of Arts degree and possibly to a Master of Social Work degree. It was meant to give persons who had an interest in social work some idea of what training and work would be like, through related courses and some field work.

Anderson's courses became Community Services 110-111 and 210-211, which later became Social Work 110-111 and 210-211 in the present Social Work Careers programme. The Community Services courses were also open as options to

students of other programmes at Mount Royal College at the time. Some of the students obtained positions as social work aides and welfare workers immediately after their two years of training, but there have been no records kept as to the number of such cases.

The main differences between the Community Services and the Social Work Careers programmes were: (1) students enrolled in Social Work Careers were prepared to enter the employment field immediately upon graduation, while as mentioned previously, this was not the aim of the Community Services programme, (2) students wishing to enter Community Services training were required to have a senior matriculation (university entrance) academic standing, as the programme was comparable to the first two years of a BA programme. Admission to the Social Work Careers programme required a high school diploma, with a pass standing in four grade twelve subjects which were not necessarily academic subjects. (3) There were additional emotional growth, survey and field courses offering more comprehensive methods, skills, and techniques, as well as the survey and emotional growth Social Work courses in the Social Work Careers programme. In the Community Services programme, the Community Services courses were more cursory and dealt mainly with intrapersonal growth.

Started during the 1960-1961 term, Mount Royal College began its Community Services Program, with Anderson, who is still on staff at this same institution,

taking an active part in the programme's inception. Initially, the programme offered by Mount Royal College was entitled "Social Service Aide". In 1961-1962 the programme was entitled "Social Welfare" and in 1963-1964 it became "Community Services". The Community Services programme continued until 1968-1969 when at Lyle Howarth's recommendation, two two-year programmes in Welfare Careers (Social Work Careers) and Correctional Careers were instituted at Mount Royal College.

In 1964, the first two-year certificate course in Social Services in Canada was established at the Ryerson Institute of Technology, Toronto, to be followed the next year by the University of Windsor offering a B.S.W. programme (Jolliffe, 1968). This start enabled the prospective student to have a better opportunity to select from a wider range of programmes.

Present Programmes in Alberta

The first certificate programme for Social Services training in Alberta commenced in the fall of 1967 at the Northern Alberta Institute of Technology in Edmonton, and in 1968 at Mount Royal College. The programme in Red Deer College began a year later, in 1969, the same year of the graduation of N.A.I.T's first class. Mount Royal's class followed in 1970, while Red Deer's first graduating class emerged on the employment scene in the spring of 1971.

Social services training programmes had truly caught on, at least with students, right across Canada. Since their

inception in 1964, their growth has been tremendous. In 1969, 393 students graduated in various social services programmes across Canada, in 1972, the projected number of graduates for that year is 1097 plus (Armitage, 1971). Students' demand for social service education is very great. It is not unusual for the better known programmes to have a place for only one of the five fully qualified applicants.

Purposes of Present Alberta Programmes

The present two-year social services programmes in Alberta are similar in that they have been intended to have provided an educational background in the humanities and the behavioural sciences, community services theory and philosophy, combined with practical skills developed through extensive field experience. Students were trained for employment in public and private health, welfare and social agencies, immediately after completion of their training. Their training was intended to prepare them to provide counsel, guidance, emotional support, and rehabilitative services to clients (CAESS, 1968; CAESS, 1971).

Research Related to this Study

Now that graduates of N.A.I.T., Mount Royal and Red Deer programmes were being employed, there was a necessity for determining the suitability of these programmes in preparing individuals for working in the social welfare field. In addition to the quality of the workers being trained, the question arose regarding the quantity of these

graduates who were now entering the field of employment. In other words, were all the graduates able to find appropriate positions in their field?

In 1968 the following statement was made:

With the emerging non-professional programmes for social welfare workers at all levels of our educational systems, universities, Ryerson, and the community colleges will be graduating more graduates in one year in Ontario alone than all the schools of social work in Canada.⁷

This meant that not only did the educational institutions which prepared social service workers need to define the possible role of their graduates in the social service field, but also the schools of social work needed to examine whether they should be more concerned than they now are in educating their students to be administrators, supervisors, policy makers, and consultants.

Studies have been conducted by several social service institutions to determine what has become of their graduates. In 1968, R. Jolliffe, Social Services Course Director of Ryerson Polytechnical Institute stated about his students:

It is interesting to note that of the eighty graduates, seventy-five per cent have found employment in welfare departments and in childrens' aid societies. The balance have found employment in hospitals, homes for the aged, childrens' institutions and religious orders, and also as visiting homemakers. All the workers are carrying caseloads. These

7. Jolliffe, R. Manpower, Social Work and the Use of the Social Service Worker. Unpublished paper. Ryerson Polytechnical Institute, Toronto 1968.

caseloads have been selected according to experience, knowledge, skills, and potential of the social service worker. This is similar to the way in which a caseload is selected for the professional. The use of and assigning to social service workers cases, for which they are responsible, is the beginning of a new career line which is different from that of the professional social worker.⁸

Dorothy McArton conducted a study between January and May, 1970, for the University of Manitoba School of Social Work. Her study dealt with social work manpower needs and job opportunities in Saskatchewan and Manitoba. Her results indicated that there would be a ten per cent increase from 1969 to 1970 in the number of welfare technologists that agencies in Manitoba and Saskatchewan were hiring, although there was only a five per cent increase in the number of social workers that they were planning on hiring during the same period. She stated:

Between 1964 and 1969, organizations employing forty-five per cent of social workers in Manitoba showed a twenty-six per cent increase in social work positions, and a seventy-four per cent increase in 'social work as one of several desirable qualifications' positions. Saskatchewan showed a 150 per cent increase in 'social worker only' positions and 100 per cent increase in 'social work as one of several desirable qualifications'.

Technologist positions increased 187 per cent in Manitoba and eighty-four per cent in Saskatchewan, a natural consequence of the location of technologist training institutions.

8. Ibid

In Manitoba, actual positions in the social worker and mixed categories increased by 143, and in the technologist grouping by ninety. The figures for Saskatchewan were 110 and twenty-seven, respectively. The remarkable growth in professional positions in Saskatchewan was due to a spurt in the health services employment of social workers.

Comparison of these figures, especially in the second and third categories, with 1969-1970 growth (six per cent) suggests a levelling off of growth rate at both professional and technologist levels. In several large government agencies, nil growth between 1969-1970 is reported. This is the result of the financial "freeze".

The fact that growth in all three categories is roughly equal in 1969-1970, whereas categories two and three grew much more rapidly in 1964-1969 suggests that the latter two experienced a spurt in growth when new educational programmes were being established, but that they have now "leveled off" in growth rate. Pre-1964 studies show a similar spurt in "social worker only" positions.⁹

This suggested that barring major unforeseeable economic developments, growth in Saskatchewan and Manitoba should be roughly equal for both social workers and technologists within the next five years -- roughly five per cent per year (McArton, 1971). Due to the fact that Alberta programmes were not instituted until several years later, it might seem reasonable to expect that a slightly higher demand for both social workers and social service workers would be in effect

9. McArton, D. Summary of the Findings of D. McArton's Study of Social Work Manpower Needs and Job Opportunities Conducted Between January and May, 1970. University of Manitoba, 1971.

in Alberta for the next few weeks. Positions formerly held by untrained workers would gradually become filled by social workers and social service workers now that they are available.

A study is currently (1971-1972) being sponsored by CAESS in order to provide basic information on patterns of utilization of the graduates of different levels of social service education on a national basis. This long-term study is now being carried out by Dr. John Crane at the University of British Columbia.

Another study somewhat related to the Masciuch study is now being conducted under the auspices of the Alberta Colleges Commission in association with the Alberta Human Resources Research Council. This study was designed to survey motivations and needs of non-university post-secondary school students in Alberta. A questionnaire had been distributed to a random sample of students from all programmes in all Alberta post-secondary non-university educational institutions including a sample of social services students from the three educational institutions in the Masciuch study. The information to be obtained in this survey will be mainly demographic in nature and appears to be for further planning of non-university post-secondary educational facilities.

Partially due to the relatively short time the social services programmes have been in operation, as well as the fact that the whole area of social service work as a career is a very new concept, very little research work

has been done in this field up to this time. There is a great need for much more research in the future before binding decisions as to plans for changes regarding the existing and future programmes in this area are made.

Crane's nationally based findings will probably be of great importance, but as his research will not be completed for several years, shorter research projects also appear necessary to answer pressing needs and questions as they arise.

CHAPTER III

DESIGN OF THE STUDY

In an attempt to gain an improved conception about some of the characteristics of students and graduates of social services courses in Alberta, as well as to determine the suitability of employment that graduates obtained, the students and graduates of social service courses in Alberta had a follow-up survey conducted on them. As well, a descriptive history of these programmes was included in this study.

Sample and Population

All students who were presently enrolled in social services programmes at the Northern Alberta Institute of Technology, Mount Royal College, and Red Deer College, as well as all graduates from Mount Royal and N.A.I.T. comprised the sample for the study. The total number of students was 176, while the number of graduates totalled ninety-three. The number of graduates appears low, but it must be remembered that the first social service class graduated in 1969.

The reason for the complete population being used for the sample was due in part to the small population size, and in part to get as broad and as complete a sample as possible.

Pilot Study

At the beginning, plans were that the instrument was

to be a common one for both the graduates and the students, with members of each group answering some common questions and some specific ones for each group. A pilot study was run, in which the students of N.A.I.T. completed this first questionnaire. While they were being tested, the students and supervising staff were urged to give comments on the questionnaire and to indicate items which were unclear. The student reponse was very favourable, but several suggestions were made by students and staff and subsequently followed by the writer. These suggestions were:

1. That respondents would probably be more honest in completing the questionnaire if there was no way of identifying who the respondent was, and if the researcher made sure the respondent was made aware of this fact before the questionnaire was completed. This was due to the nature of the questionnaire items, some of which related to course and programme satisfaction by students, and programme, salary and job satisfaction by graduates.
2. Different but analogous questionnaires should be submitted to students and graduates, to alleviate confusion of respondents regarding which questions should and should not be completed.

As well, the researcher was better able to categorize answers to some of the questions that had been left as open-ended on the pilot study questionnaire. However, the

questionnaires remained basically enough the same so that the N.A.I.T. students were not required to complete another questionnaire for the study. It was found that the results from the pilot study were already adequate.

Instrument: Questionnaire

The areas generally deemed important in the study were demographic data and what factors motivated students to enter the Social Services programme, satisfaction in the programme, most and least valuable aspects of the programme as seen by graduates and students, and ease of obtaining suitable employment after graduation.

The desired information was obtained from the two groups via two similar but slightly different questionnaires. The preliminary questionnaire developed for the pilot study at N.A.I.T. was first written then revised in consultation with University of Alberta staff members, including Dr. D. D. Sawatzky, Assistant Professor and Dr. J. G. Paterson, Professor, both of the Department of Educational Psychology. The questionnaire was again revised after independent consultation with James Allison, Assistant Professor, School of Social Welfare, University of Calgary, and Dr. F. Oliva, Head of the Department of Educational Administration, University of Calgary. Mrs. Shirley DeBow, Section Head, Social Services Program at N.A.I.T. read and approved the revised questionnaire before it was administered to N.A.I.T. students.

After the pilot study, the questionnaire was once again revised in accordance with suggestions made by N.A.I.T.

students and staff. As well, answers to some of the questions that had been left as open-ended on the pilot study were categorized in order to make completion of the questionnaire easier for respondents. William Purves-Smith Assistant to the Chairman, Behavior Sciences Department, Mount Royal College, and Donald Snow, Chairman of the Community Service Program, Red Deer College, perused and approved the questionnaires for both graduates and students before they were mailed to their graduates and administered to their students.

The information obtained by the questionnaires was broken down into sixty variables for the students and fifty variables for the graduates. For both graduates and students, the variables were divided into three areas: (1) demographic data, (2) how the social service programmes as a whole and individual courses in particular were perceived, and (3) ease of obtaining employment by graduates, as well as graduates feelings about the programme and training they received.

More specifically, included under demographic data were items relating to age, sex, home address before training, how the programme was discovered by the prospective student and why it was chosen, educational level before training and previous related employment. To determine how the programme and courses were perceived, questions were asked regarding whether the graduate or student would choose to enroll in the programme again, and which courses and experiences he or she found most and least valuable as well

as the reasons.

Graduates were asked to indicate the type of employment they were in and whether they felt it was related to their training. They were also asked to indicate their annual salary, how they found their employment position and whether they had a choice of positions. Both students and graduates were asked to indicate their employment or educational plans for one year later.

Administration of the Questionnaire

For the students, the questionnaires were taken by the researcher to each institution for the students to complete. In each of the three institutions, the purpose of the questionnaire was indicated by the researcher, as well as the fact that it would be completely anonymous. Questions from students and staff from the institutions were answered and summaries of the research results were promised to any student who wished them. Lists of such students were subsequently compiled.

At N.A.I.T., the writer was present during the time the students were completing their questionnaires, in order to answer questions and to make note of their comments regarding the questionnaire. At Mount Royal and Red Deer Colleges, the questionnaires were distributed to the students present in class on that occasion, but due to timetable conflicts most of the questionnaires were returned by mail at a later date. The questionnaires were taken to Mount Royal and Red Deer Colleges near the end of term.

Unfortunately, due to this fact a number of students were not attending classes on that day. From a total population of 176 students, ninety-five questionnaires were completed and returned to the researcher. There were many factors involved in this rate of return, including early leaving for summer employment or students studying for exams.

For the graduates, names and addresses of their former students in the Social Service programme were obtained from the course directors of Mount Royal College and NAIT. For those whose addresses were unknown or changed, an attempt was made to find them through friends and parents or through the telephone directory. Accompanying each questionnaire was a covering letter explaining the nature and purpose of the study. Along with each questionnaire was a self-addressed stamped envelope to facilitate return.

In all, five graduates' questionnaires were marked as "unknown" by the postal authorities and were subsequently impossible to locate. Of the ninety-three questionnaires that were delivered to graduates, fifty-four were completed and returned to the writer. Many of those returned contained highly favourable comments regarding the idea of a questionnaire, although a wide variety of views was expressed relating to the programme itself. All returned questionnaires were completed and usable for the purposes of the study.

The data used in compiling the results were from 58.1 per cent of the graduates who received questionnaires and from fifty-four per cent of the students. The most difficult group of graduates to locate were the girls who had married and had changed their names.

Analysis of Data

The data collected during the survey were analyzed by frequency tabulation and proportions. Item responses were compared in terms of graduates and students as well as the graduates and students being separated with regard to the institution attended. This was to enable the reader to easily compare data from among institutions as well as between graduate and student groups.

One problem encountered was that in most instances, cell frequencies were too small to apply chi-square, consequently it was decided to report the findings all simply in terms of numbers and percentages.

CHAPTER IV

RESULTS

The results obtained from the questionnaires have been compiled so that responses made to the various items can be compared with respect to the institution the respondent attended. As most of the items on the questionnaires were similar or identical for both students and graduates, most tables contain responses from both groups.

The tables were divided into three categories: (a) tables dealing with demographic data; (b) tables dealing with items indicating how students and graduates viewed their social service programmes; and (c) tables dealing with graduates ease of obtaining employment and job satisfaction after graduation.

As indicated by Table 1 the largest responding group was the NAIT student group - probably due to the fact that the completion of their questionnaires was done as a pilot study and that they were administered and collected by the researcher. Also, the NAIT students were asked for comments and changes on the questionnaire. This made them more involved in the process of decision making, as to which items should have remained on the questionnaire and which items should have been changed or omitted.

A larger percentage of NAIT than Mount Royal graduates responded, possibly due to the fact that more of them are Edmonton district residents, than are the graduates from Mount Royal College.

DEMOGRAPHIC DATA

TABLE 1

ACTUAL RESPONSE FROM GRADUATES AND STUDENTS
COMPARED TO POSSIBLE NUMBER

Group	Possible	Number Responding	Percentage
Mt Royal (G)	40	20	50.0
Mt Royal (S)	78	26	33.3
NAIT (G)	53	34	64.2
NAIT (S)	74	57	77.0
Red Deer (S)	24	12	50.0
Total (G)	93	54	58.1
Total (S)	176	95	54.0
TOTAL	269	149	55.4

Table 2 showed the distribution according to sex, of the graduates and students from the various social service programmes.

It would appear that as expected, the average age of graduates was higher than the average age of students (Table 3). Most graduates were between the ages of twenty-one and thirty, while most students were from under twenty-one to twenty-five years of age. A larger number of students in the thirty-one to forty age range were training than there were graduates in this age range. However, there was a greater tendency for people over forty years of age to enter social services training when these programmes began than in the more recent past.

When new programmes such as these have started, there has always been a backlog of people, who due to their employment or personal aspirations or desires immediately entered the programme. In the case of social services training, these may have been people who had been working in this area for years and who had often wished to enter an educational programme related to their field of endeavour. They may have always aspired to have become social workers but due to many factors including lack of academic prerequisites, the university programme having been too long or too theoretically oriented, the university programme having been geographically too far away from other commitments, or many other reasons, the formal education was never acquired. However, when the opportunity for further

TABLE 2

GRADUATES AND STUDENTS OF SOCIAL SERVICE PROGRAMMES
ACCORDING TO SEX

Group	n	Male		Female		No Response	
		n	percentage	n	percentage	n	percentage
Mt Royal (G)	20	13	65.0	7	35.0	0	0
Mt Royal (S)	26	11	42.3	15	57.7	0	0
NAIT (G)	34	12	35.3	21	61.8	1	2.9
NAIT (S)	57	19	33.3	38	66.7	0	0
Red Deer (S)	12	8	66.7	4	33.3	0	0
Total (G)	54	25	46.3	28	51.8	1	1.9
Total (S)	95	38	40.0	57	60.0	0	0
TOTAL	149	63	42.3	85	57.0	1	0.7

TABLE 3

STUDENT ENROLLMENT IN, AND GRADUATES OF, SOCIAL SERVICE
PROGRAMMES ACCORDING TO AGE

Group	n	Under 21		21 - 25		26 - 30		31 - 40		41 - 50		Over 50	
		n	%	n	%	n	%	n	%	n	%	n	%
Mt Royal (G)	20	1	50%	6	30%	5	25%	3	15%	3	15%	2	10%
Mt Royal (S)	26	6	23.1	11	42.3	2	7.7	6	23.1	1	3.8	0	0
NAIT (G)	34	0	0	13	38.4	12	35.2	3	8.8	3	8.8	3	8.8
NAIT (S)	57	23	40.4	26	45.6	2	3.6	5	8.6	1	1.8	0	0
Red Deer (S)	12	4	33.3	4	33.3	2	16.8	1	8.3	0	0	1	8.3
Total (G)	54	1	1.9	19	35.2	17	31.5	6	11.1	6	11.1	5	9.2
Total (S)	95	33	34.7	41	43.2	6	6.3	11	12.3	2	2.3	1	1.2
TOTAL	149	34	22.8	60	40.3	23	15.4	18	12.1	8	5.4	6	4.0

training arrived, these people were often the very first to have taken advantage of it.

As the programme became better known by agencies, educational institutions and the public at large, social service work became seen as a distinct career area. For this reason in the recent past, high school students have planned to enter social service programmes upon their graduation from high school.

A nearly equal number of first and second year students completed questionnaires with the NAIT sample being the most evenly proportioned. (Table 4).

TABLE 4

YEAR OF TRAINING FOR STUDENTS ENROLLED
IN SOCIAL SERVICES PROGRAMMES

Group	n	First Year		Second Year	
		n	Percentage	n	Percentage
Mt Royal	26	10	38.5	16	61.5
NAIT	57	30	52.6	27	47.4
Red Deer	12	9	75.0	3	25.0
TOTAL	95	49	51.6	46	48.4

Although in actuality there were about an equal number of 1969 and 1970 graduates from Mount Royal College and NAIT, there was a considerably larger number of responses from 1970 graduates (see Table 5). This could have been due to more 1969 graduates having moved from the province and the girls more likely having become married and thus changing their names. Again, the NAIT sample was the most evenly proportioned.

TABLE 5

YEAR OF GRADUATION FOR GRADUATES OF
SOCIAL SERVICE PROGRAMMES

Group	n	1969		1970		No Response	
		n	Percentage	n	Percentage	n	Percentage
Mt Royal	20	3	15.0	17	85.0	0	0
NAIT	34	15	44.1	18	52.3	1	3.6
TOTAL	54	18	33.3	35	64.8	1	1.9

The names of social service programmes in which students and graduates have been enrolled is shown in Table 6.

Mount Royal College has been the only Alberta institution that has offered three specialized courses in their Social Service Program. Since 1968 Mount Royal College has offered Social Services Technology and

TABLE 6

NAMES OF SOCIAL SERVICE PROGRAMMES IN WHICH STUDENTS
AND GRADUATES HAVE BEEN ENROLLED

Group	n	Child Care		Corrections		Social Service Technology	
		n	Percentage	n	Percentage	n	Percentage
Mt Royal (G)	20	12	60.0	6	30.0	2	10.0
Mt Royal (S)	26	7	26.9	12	46.2	7	26.9
NAIT (G)	34	0	00	0	00	34	100.0
NAIT (S)	57	0	00	0	00	57	100.0
Red Deer (S)	12	0	00	0	00	12	100.0
Total (G)	54	12	22	6	11	36	66
Total (S)	95	7	7.3	12	12.6	76	80
TOTAL	149	19	12.7	18	12.0	112	77.3

Corrections as two-year courses and Child Care as a one-year course. Both NAIT and Red Deer College have offered only the two-year Social Services Technology Programs.

Table 7 indicated that most students who entered Social Services programmes in Alberta were Alberta residents, although some did come from other provinces in Canada and even from outside Canada (the West Indies was represented). However, there was a tendency for both students and graduates to have entered programmes in their city of residence or in the closest center where they could obtain training. This tendency was more marked for more recent students than for graduates. Geographical location was even stated by some students as a reason for having entered a particular social service programme.

It would appear that graduates and students learned about the particular social service programme they entered in essentially different ways (Table 8). In the past, there was more of a tendency to learn about these programmes through reading about them in newspapers or the calendars issued by the institutions, or through past employers who were aware of new educational programmes in their employees' fields. As the programmes and employment opportunities have developed counselors have indicated this area as a realistic career choice to clients. Present students have primarily learned about the programmes through school counselors, friends and relatives, although the institutions's calendars and newspapers were still

TABLE 7

FORMER PERMANENT ADDRESSES OF SOCIAL SERVICE
STUDENTS AND GRADUATES

Group	n	Edmonton	Calgary	Red Deer	North of Red Deer	South of Red Deer	B. C.	Sask.	Other Prov	Out of Canada	No Response										
	n	%	n	%	n	%	n	%	n	%	n	%									
Mt Royal (G)	20	0	0	4	20.0	1	5.0	2	10.0	5	25.0	1	5.0	0	0						
Mt Royal (S)	26	0	0	12	46.5	1	3.8	0	0	5	19.0	3	11.5	0	0						
NAIT (G)	34	21	62.0	2	6.0	3	8.8	0	0	1	3.0	0	0	2	5.9	0	0				
NAIT (S)	57	38	66.7	1	1.7	0	0	10	17.5	2	3.5	0	0	1	1.7	0	3	5.4			
RED DEER (S)	12	0	0	0	0	5	41.7	4	33.3	2	16.7	0	0	1	8.3	0	0	0			
TOTAL (G)	54	21	38.9	6	11.1	3	5.5	8	14.8	4	7.4	1	1.8	3	5.5	5	9.1	3	5.5	0	0
TOTAL (S)	95	38	40.0	13	13.7	6	6.3	16	17.0	4	4.2	3	3.1	8	8.4	4	4.2	0	0	3	3.1
TOTAL	149	59	39.6	19	12.7	9	6.0	24	16.1	8	5.4	4	2.7	11	7.4	9	6.1	3	2.0	3	2.0

TABLE 8

WAYS STUDENTS AND GRADUATES DISCOVERED THEIR SOCIAL SERVICE PROGRAMME

Group	n	Coun- selor		Other school person- nel		Friend or rela- tive		Newspaper or calendar		Institutions Open house		Career fair		Past employer		No response	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Mt Royal (G)	20	2	10.0	2	10.0	0	0	4	20.0	1	5.0	0	0	n	55.0	0	0
Mt Royal (S)	26	6	23.1	0	0	8	30.8	7	26.9	0	0	1	3.8	4	15.4	0	0
NAIT (G)	34	5	14.7	0	0	10	29.4	17	50.0	0	0	0	0	2	5.9	0	0
NAIT (S)	57	18	31.6	3	5.2	17	29.8	13	23.0	3	5.2	0	0	0	0	3	5.2
Red Deer (S)	12	4	33.3	2	16.7	3	25.0	3	25.0	0	0	0	0	0	0	0	0
Total (G)	54	7	13.0	2	3.7	10	18.5	21	38.9	1	1.8	0	0	13	24.1	0	0
Total (S)	95	28	29.4	5	5.1	28	29.4	23	24.5	3	3.2	1	1	4	4.2	3	3.2
TOTAL	149	35	23.5	7	4.7	38	25.5	44	28.8	4	2.7	1	.7	17	12.1	3	2.0

important. As graduates are now working in the field and the social service programmes and graduates are becoming even better known to the general public, more and more potential students will learn about the courses by word of mouth.

From Table 9 it would appear that most students entering social service educational programmes had basically grade twelve diplomas as an educational qualification. However, nearly one third of the students who entered had at least a senior matriculation standing, indicating that many of these students would have had the educational requirements to have entered a university social work programme if they had so desired. The fact that they have chosen to enter a social service technological programme tended to speak well for the publicity these programmes have received, or the reputation of the institutions concerned.

Respondents could have given as many as four different reasons for having taken their social service programme (Table 10), all of which would be tabulated - thus the larger than usual number of responses. This table indicated that most graduates enrolled in the programme due to the practicality of the training which would prepare them for a particular work position they already had in mind. Graduates had an interest in the type of work which would be of a helping nature to others and they desired a relatively short and practical course in a particular geographical location. Students entering their programme

TABLE 9

EDUCATIONAL LEVEL OF STUDENTS ENTERING SOCIAL SERVICES PROGRAMMES

Group	n	RN or Univ. degree		Some Univ. training no degree		Sr Matric		Gr 12 diploma		Adult student		Jr Matric		Registered nurses aide	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Mt Royal (G)	20	1	5.0	2	10.0	4	24.0	7	35.0	6	30.0	0	0	0	0
Mt Royal (S)	26	0	0	5	19.2	8	30.8	7	26.9	2	7.7	3	11.6	1	3.8
NAIT (G)	34	0	0	3	8.8	11	32.5	17	50	2	5.8	1	2.9	0	0
NAIT (S)	57	0	0	3	5.2	10	17.5	39	68.6	2	3.5	1	1.7	2	3.5
Red Deer	12	0	0	0	0	2	16.6	7	58.5	2	16.6	1	8.3	0	0
Total (G)	54	1	1.8	5	9.3	15	27.8	24	44.4	8	14.9	1	1.8	0	0
Total (S)	95	0	0	8	8.4	20	21.1	53	55.9	6	6.3	5	5.1	3	3.2
TOTAL	149	1	.7	13	8.7	35	23.5	77	51.7	14	9.4	6	4.0	3	2.0

TABLE 10

REASONS STATED BY GRADUATES AND STUDENTS FOR CHOOSING THEIR PARTICULAR
SOCIAL SERVICES PROGRAMME

Group	Interest in people n	Geographic location of course n	Reputation of course n	Length didn't want unit n	Only one offering desired training n	Practi- cality of course n	Prepar- ation for a parti- cipation n	Cost n	Self develop- ment n
Mt Royal (G)	7	2	2	1	4	5	11	1	1
Mt Royal (S)	13	2	0	5	2	8	8	2	6
NAIT (G)	10	12	0	14	5	14	8	4	3
NAIT (S)	32	6	5	15	1	12	16	1	1
Red Deer (S)	2	6	1	4	1	3	0	0	7
Total (G)	17	14	2	15	9	19	19	5	4
Total (S)	47	14	6	24	4	23	24	3	14
TOTAL	64	28	8	39	13	42	43	8	18

of studies for predominantly the same reasons as graduates, although they were more prone to indicate a generalized interest in people as of foremost importance. However, students as well as graduates were interested in a relatively short (two years or less) practical course. Students also had a specific employment position in mind at the end of training.

Graduates who entered the first social service programmes in their inaugural years were more likely to have had some experience in working with people either on an employment or volunteer basis than current students (Table 11). This could have been due to the fact that more recently, students have been much more likely to have entered their training immediately upon completion of their high school education.

Table 12 is a purely descriptive table showing types of related employment positions students and graduates held before they enrolled in their social service programmes. It appeared that most related work experiences were obtained in child care and other institutions work positions as well as office work (often in Department of Social Development offices).

From Table 13, it appeared that graduates had generally worked for a longer time previous to their training than had students. This could have been due to several reasons. As mentioned under Table 3 many of the first graduates from the social service programmes were people

TABLE 11

PREVIOUS RELATED WORK EXPERIENCE OF GRADUATES
AND STUDENTS OF SOCIAL SERVICE PROGRAMMES

Group	n	Yes		No		No response	
		n	%	n	%	n	%
Mt Royal (G)	20	11	55.0	9	45.0	0	0
Mt Royal (S)	26	8	31.1	17	65.1	1	3.8
NAIT (G)	34	12	35.3	19	55.9	3	8.8
NAIT (S)	57	18	31.6	37	64.9	2	3.5
Red Deer (S)	12	2	16.7	9	75.0	1	8.3
Total (G)	54	23	42.6	28	51.9	3	5.5
Total (S)	95	28	29.5	63	66.3	4	4.2
TOTAL	149	51	34.2	91	61.1	7	4.7

TABLE 12

PREVIOUS RELATED WORK POSITIONS HELD BY
GRADUATES AND STUDENTS

Group	Ward Aide & Red Cross Work	Child Care & Insti- tution Work	Correc- tions	Office work	Volun- teer	Camp
	n	n	n	n	n	n
Mt Royal (G)	0	9	2	0	0	0
Mt Royal (S)	1	3	0	1	2	1
NAIT (G)	3	5	0	7	0	1
NAIT (S)	2	6	2	4	1	3
Red Deer (S)	1	0	0	0	1	0
Total (G)	3	14	2	7	0	1
Total (S)	4	9	2	5	4	4
TOTAL	7	23	4	12	4	5

who had been waiting for this type of training. They had been working in related positions for many years without any special educational training for their work. This backlog of persons has largely been trained by now and the current students have tended to be straight out of high school. They too were career minded, but realized what programme they desired, through talking to others and reading about social service programmes while still in high school.

TABLE 13

LENGTH OF PREVIOUS RELATED WORK POSITIONS

Group	Less than 1 yr	1 - 3 yrs	More than 3 yrs
Mt Royal (G)	1	5	6
Mt Royal (S)	1	4	0
NAIT (G)	4	3	3
NAIT (S)	7	5	4
Red Deer (S)	0	2	0
Total (G)	5	8	9
Total (S)	8	11	4
TOTAL	13	19	13

HOW STUDENTS AND GRADUATES VIEWED THEIR SOCIAL SERVICE PROGRAMMES

Tables 14, 15, 16 and 17 indicated that most of the students who had completed questionnaires would re-enroll in their social service programme, even having had more experience with the programme and the current tight employment situation. The respondents were allowed to give more than one reason for taking the view they did explaining why these total responses often exceeded the number of respondents.

TABLE 14

WHETHER GRADUATES AND STUDENTS WOULD WISH TO ENROLL AGAIN,
CONSIDERING THE SOCIAL SERVICES PROGRAMME

Group	n	Yes		No		No response	
		n	%	n	%	n	%
Mt Royal (G)	20	18	90.0	1	5.0	1	5.0
Mt Royal (S)	26	24	92.3	2	7.7	0	0
NAIT (G)	34	30	88.3	3	8.8	1	2.9
NAIT (S)	57	46	81.7	1	1.8	10	17.5
Red Deer (S)	12	10	83.3	2	16.7	0	0
Total (G)	54	48	89.0	4	7.4	2	3.6
Total (S)	95	80	84.2	5	5.3	10	10.5
TOTAL	149	128	86.0	9	6.0	12	8.0

TABLE 15

REASONS GRADUATES AND STUDENTS WOULD WISH TO ENROLL
IN A SOCIAL SERVICE PROGRAMME

Group	Growth ex- perience	Practical shows what work with people is like	Not inter- ested in social work	Courses & exper- iences appro- priate for work later on	General interest
Mt Royal (G)	5	11	1	0	0
Mt Royal (S)	13	15	1	3	5
NAIT (G)	7	20	2	3	2
NAIT (S)	10	37	0	0	7
Red Deer (S)	3	5	1	0	6
Total (G)	12	31	1	3	2
Total (S)	26	57	4	3	18
TOTAL	38	88	5	6	20

TABLE 16

WHETHER GRADUATES AND STUDENTS WOULD WISH TO ENROLL
AGAIN, KNOWING WHAT THEY DO ABOUT THE JOB SITUATION

Group	n	Yes		No		No response	
		n	%	n	%	n	%
Mt Royal (G)	20	16	80.0	3	15.0	1	5.0
Mt Royal (S)	26	21	81.0	4	15.0	1	3.8
NAIT (G)	34	21	62.0	11	32.0	2	5.9
NAIT (S)	57	45	79.0	2	3.5	10	17.5
Red Deer (S)	12	8	66.6	4	33.3	0	0
Total (G)	54	37	68.5	14	26.0	3	5.5
Total (S)	95	74	78.0	10	10.5	11	11.5
TOTAL	149	111	74.5	24	16.1	14	9.4

TABLE 17

REASONS GRADUATES AND STUDENTS WOULD WISH TO ENROLL
AGAIN CONSIDERING THE EMPLOYMENT SITUATION

Group	Many jobs for SS grads	Jobs hard to find - SS grads not recognized. Univ. degree required	Course of personal value - interest
Mt Royal (G)	7	5	6
Mt Royal (S)	11	15	6
NAIT (G)	14	12	4
NAIT (S)	17	3	12
Red Deer (S)	5	7	1
Total (G)	21	17	10
Total (S)	33	25	19
TOTAL	54	42	29

Graduates were more often less sure about re-enrollment, perhaps due to having lost some of the youthful idealism of the students (Tables 17 and 18). The graduates were also more keenly aware of the poor job situation, not only in their own field, but in other areas as well. However, slightly more graduates and students indicated many available positions rather than too few positions for

social service graduates

Both graduates and students indicated that they would be more hesitant in re-enrolling in the social services programme due to the job situation rather than due to the programme itself. Most graduates and students were very positive about the programme and what they as individuals felt they gained from the programme.

There was a greater tendency for graduates rather than students to wish that they had studied in another area (Table 18). Some graduates and students indicated that they wish that they had entered a related but different area at the university level, i.e. psychology, social work or recreation (Table 19). This was due to some graduates and students finding that they did not enjoy the programme or the work as much as they had anticipated or that they had some difficulty in finding suitable employment (Table 20).

TABLE 18

WHETHER GRADUATES AND STUDENTS WISHED TO HAVE
STUDIED IN ANOTHER SUBJECT AREA

Group	n	Yes		No		No response	
		n	%	n	%	n	%
Mt Royal (G)	20	5	25.0	15	75.0	0	0
Mt Royal (S)	26	2	7.7	23	88.4	1	3.9
NAIT (G)	34	6	17.6	28	82.4	0	0
NAIT (S)	57	5	8.8	45	78.9	7	12.3
Red Deer (S)	12	2	16.6	10	83.4	0	0
Total (G)	54	11	20.4	43	79.6	0	0
Total (S)	95	9	9.5	78	82.1	8	8.4
TOTAL	149	20	13.4	121	81.2	8	5.4

TABLE 19

AREAS IN WHICH STUDENTS AND GRADUATES
WISHED TO HAVE STUDIED

Group	University same area	Recreation	Photography	Office work
Mt Royal (G)	3	0	1	0
Mt Royal (S)	1	1	0	0
NAIT (G)	4	1	2	1
NAIT (S)	0	3	1	1
Red Deer (S)	2	0	0	0
Total (G)	7	1	3	1
Total (S)	3	4	1	1
TOTAL	10	5	4	2

TABLE 20

REASONS GRADUATES AND STUDENTS WISH THEY WOULD
HAVE STUDIED IN ANOTHER AREA

Group	General Interest	Due to trouble finding jobs
Mt Royal (G)	2	4
Mt Royal (S)	2	0
NAIT (G)	3	6
NAIT (S)	3	0
Red Deer (S)	0	0
Total (G)	5	10
Total (S)	5	0
TOTAL	10	10

Table 21 dealt with what both graduates and students considered to be the most valuable experiences in their social services programme. The reason some categories have more responses than there are respondents is due to the question having been left open ended on the questionnaire. In some cases two reasons which could actually be categorized together were given, giving this category two "votes".

TABLE 21

MOST VALUABLE EXPERIENCES IN THE
SOCIAL SERVICES PROGRAMME

Group	Field trips	Field placements	Seminars discussions	Group work
Mt Royal (G)	9	11	6	5
Mt Royal (S)	3	22	4	2
NAIT (G)	6	29	10	4
NAIT (S)	9	45	8	5
Red Deer (S)	2	8	3	0
Total (G)	15	40	16	9
Total (S)	14	75	15	7
TOTAL	29	115	31	16

Both students and graduates indicated overwhelmingly that field placements gave the most valuable experiences as this was where most skills for working in the field were developed (Table 22). As well, students enjoyed working with people and agencies and discovering what future employment would be like.

TABLE 22

REASONS WHY EXPERIENCES WERE MOST VALUABLE

Group	Good supervisor	Skills for work in field developed	Personal development
Mt Royal (G)	2	37	16
Mt Royal (S)	0	28	6
NAIT (G)	1	21	11
NAIT (S)	2	66	11
Red Deer (S)	2	10	3
Total (G)	3	58	27
Total (S)	4	104	20
TOTAL	7	162	47

Both graduates and students indicated far fewer poor experiences than valuable ones (Table 23) and the main dissatisfaction from both groups centered around tests, and structured presentations from some guest speakers.

TABLE 23

EXPERIENCES IN THE SOCIAL SERVICES PROGRAMME
WHICH WERE LEAST VALUABLE

Group	Field trips	Field place- ments	Group work	Guest speakers, tests & structured presen- tations
Mt Royal (G)	2	0	1	3
Mt Royal (S)	2	1	1	0
NAIT (G)	2	2	3	6
NAIT (S)	0	4	1	4
Red Deer (S)	1	0	0	1
Total (G)	4	2	4	9
Total (S)	3	5	2	5
TOTAL	7	7	6	14

It was interesting to note that graduates were more vocal than students as to why some of their experiences were poor (Table 24). Usually it was thought to be students who have been more outspoken on such issues. However, graduates might have been more aware of what past educational experiences ideally could have provided and have compared these with what their experiences actually did provide.

TABLE 24

REASONS WHY SOME EXPERIENCES WERE LESS VALUABLE

Group	Too superficial	Poor supervision	Irrelevant - poor class participation
Mt Royal (G)	4	0	2
Mt Royal (S)	2	1	0
NAIT (G)	4	7	5
NAIT (S)	4	4	1
Red Deer (S)	2	2	0
Total (G)	8	7	7
Total (S)	8	7	1
TOTAL	16	14	8

TABLE 25

MOST VALUABLE COURSES AS INDICATED BY STUDENTS AND GRADUATES

Group	Growth	Develop- ment	English and philo- sophy	Problems	Admin (re- sources)	Medical infor- mation	Methods	Behaviour Psychology The family
Mt Royal (G)	15	3	1	0	3	0	4	2
Mt Royal (S)	19	1	0	2	6	0	14	4
NAIT (G)	7	2	7	16	7	2	19	0
NAIT (S)	10	0	3	42	10	0	38	0
Red Deer (S)	6	2	1	0	2	4	0	4
Total (G)	21	5	8	16	10	2	23	2
Total (S)	35	3	4	44	18	4	52	8
TOTAL	56	8	12	60	28	6	75	10

Both students and graduates generally indicated that they found practical courses and experiences which related most closely to social services field work to be the most valuable (Table 25).

The reasons specific courses were considered most valuable was due to their relevance to a work setting or to the fact that they were personally useful to the student (Table 26).

TABLE 26

REASONS COURSES WERE CONSIDERED MOST VALUABLE

Group	Relative and practical for work	General information	Personal development
Mt Royal (G)	15	0	13
Mt Royal (S)	33	7	11
NAIT (G)	33	8	5
NAIT (S)	63	20	12
Red Deer (S)	13	5	2
Total (G)	48	8	18
Total (S)	109	32	25
TOTAL	157	40	43

TABLE 27

LEAST VALUABLE COURSES AS INDICATED BY STUDENTS AND GRADUATES

Group	Resources	Physical education	English, economics political science, philo- sophy	Methods	Problems	Related courses psychology the family etc.
Mt Royal (G)	4	6	2	0	0	2
Mt Royal (S)	2	2	2	2	0	7
NAIT (G)	4	2	27	5	2	0
NAIT (S)	10	19	24	1	3	4
Red Deer (S)	1	0	5	0	0	2
Total (G)	8	8	29	5	2	2
Total (S)	13	21	31	3	3	13
TOTAL	21	29	60	8	5	15

According to the responses in Table 27 the single least popular course was Physical Education with courses which were also less obviously related to social service field work having been seen by some graduates and students as unnecessary, as well.

The main complaint of graduates was their stated superficiality of these courses while students complained about the irrelevance, as well (Table 28). It would appear that students were so anxious to get out in the field and work with people that some of them resented time being spent on course work which they felt was unrelated to achieving skills in field work.

About the same number of graduates thought the course should be longer than two years as those who thought it should remain at its present length of two years (Table 29).

TABLE 28

REASONS COURSES WERE CONSIDERED
LEAST VALUABLE

Group	Irrelevance	Too superficial	Personal preference
Mt Royal (G)	4	8	2
Mt Royal (S)	10	11	1
NAIT (G)	11	28	0
NAIT (S)	31	19	2
Red Deer (S)	7	5	0
Total (G)	15	36	2
Total (S)	48	35	3
TOTAL	63	71	5

TABLE 29

OPTIMUM LENGTH OF SOCIAL SERVICES AS
SEEN BY GRADUATES

Group	Longer (>2 years)	Shorter (<2 years)	Same length (2 years)	No comment
Mt Royal	11	1	8	0
NAIT	13	0	19	2
TOTAL	24	1	27	2

More than one reason could have been given to indicate why graduates thought the social services programme length should be changed. Generally it was indicated that the course content, specialization and experience in the field should be increased (Table 30).

TABLE 30

REASONS GIVEN FOR INCREASED LENGTH OF COURSE

Group	Need more experience	Should have more content and speciali- zation	Less pressure	Should be transfer- able to university
Mt Royal	6	7	1	0
NAIT	7	12	2	3
TOTAL	13	19	3	3

EASE OF OBTAINING EMPLOYMENT AND SUBSEQUENT JOB SATISFACTION

Most graduates of the social service programmes were employed - all respondents from Mount Royal College had jobs and 76.5% of NAIT graduates indicated employment (See Table 31).

TABLE 31

NUMBER OF GRADUATES AND STUDENTS EMPLOYED

Group	n	Yes		No		No response	
		n	%	n	%	n	%
Mt Royal (G)	20	20	100.00	0	0	0	0
Mt Royal (S)	26	4	15.4	22	84.6	0	0
NAIT (G)	34	26	76.5	6	17.6	2	5.9
NAIT (S)	57	13	22.8	39	68.4	5	8.8
Red Deer (S)	12	4	33.3	8	66.7	0	0
Total (G)	54	46	85.2	6	11.1	2	3.7
Total (S)	95	21	22.1	69	72.6	5	5.3
TOTAL	149	67	44.9	75	50.3	7	4.8

Most graduates had employment on a full time basis and of the few students who had jobs nearly all worked on a part time basis only (Table 32).

However, as shown by Table 33, about half of the graduates in part time positions could not obtain a full time position although they needed one.

TABLE 32

WHETHER EMPLOYMENT WAS ON A PART TIME
OR FULL TIME BASIS

Group	n	Full time		Part time		No response	
		n	%	n	%	n	%
Mt Royal (G)	20	19	95.0	1	5.0	0	0
Mt Royal (S)	26	4	15.4	2	7.7	20	76.9
NAIT (G)	34	24	70.6	6	17.6	4	11.8
NAIT (S)	57	0	0	14	24.6	43	75.4
Red Deer (S)	12	1	8.3	3	25.0	8	66.7
Total (G)	54	43	79.6	7	13.0	4	7.4
Total (S)	95	5	5.3	19	20.0	71	74.7
TOTAL	149	48	32.2	26	17.5	75	50.3

TABLE 33

WHETHER PART-TIME WORKERS (GRADUATES) HAD OPPORTUNITY
FOR A FULL-TIME POSITION

Group	n	Yes	No	Not appli- cable
Mt Royal	20	0	1	19
NAIT	34	3	3	28

Table 34 gives the reasons unemployed graduates who responded to the questionnaire indicated they did not have jobs.

TABLE 34

WHY UNEMPLOYED GRADUATES DID NOT HAVE JOBS

Group	Unable to find any job	Unable to find job in own field	Attending educational institution
Mt Royal	All had employment		
NAIT	1	3	2

Most students who had jobs had positions which were unrelated to their social service training (Table 35). They took positions in sales, janitor work, hospital work and other unrelated areas probably due to a need for funds

during their educational period and a willingness to take any form of employment.

The positions held by most graduates were related to their training, i.e. child care work and other social work positions. With graduates who held positions outside their area of training it was not determined as to whether this was through choice or due to a scarcity of positions in the social services area.

TABLE 35

JOBS HELD BY GRADUATES AND STUDENTS

Group	n	Child Care		Social Work		Work related to training (i.e. voc. counseling)		Work un-related to training (i.e. sales)	
		n	%	n	%	n	%	n	%
Mt Royal (G)	20	9	45.0	3	15.0	4	20.0	4	20.0
Mt Royal (S)	6	1	16.7	0	0	2	33.3	3	50.0
NAIT(G)	28	5	17.9	11	39.3	6	21.4	6	21.4
NAIT(S)	12	5	41.7	0	0	0	0	7	58.3
Red Deer (S)	4	0	0	0	0	0	0	4	100.0
Total (G)	48	14	29.2	14	29.2	10	20.8	10	20.8
Total (S)	22	6	27.3	0	0	2	9.1	14	63.6
TOTAL	70	20	28.6	14	20.0	12	17.1	24	31.5

Table 36 gave a distribution of annual salaries of graduates and students. The salary range earned by most graduates was between \$5,000 and 6,999 per annum, with the next highest number earning between \$7,000 and 8,999 per year. However, a number of graduates indicated annual salaries well below these figures.

Most graduates appeared to have found their positions through their practicum field placements in training (Table 37). They found that they had enjoyed working at a particular agency and the agency was satisfied enough with their work to hire them on a permanent basis. This probably made for a satisfactory employment situation for both parties as each already had some idea of what to expect from the other. Other important ways of obtaining employment after graduation were through friends and relatives who knew of open positions and direct application to agencies. A number of graduates went back to positions from which they had taken a leave of absence in order to obtain further training in their area.

Students, too, often obtained part and full-time employment positions through their practicum field placements. Other most important ways of students obtaining positions were through Canada Manpower offices and direct application to employers or agencies.

It appeared as though most graduates did not have a choice of employment positions (Table 38), but this could have been due to the fact that as many of them

TABLE 36

ANNUAL SALARIES OF GRADUATES AND EMPLOYED STUDENTS

Group	n	No response	Under \$1,000	\$1,000 2,999	\$3,000 4,999	\$5,000 6,999	\$7,000 8,999
	n	%	n	%	n	%	n
Mt Royal (G)	20	1	5.0	1	5.0	11	4
Mt Royal (S)	26	21	80.8	0	7.7	2	1
NAIT (G)	34	7	20.6	2	7.7	18	3
NAIT (S)	57	43	75.4	11	8.8	0	0
Red Deer (S)	12	8	66.7	3	5.3	0	0
Total (G)	54	8	14.8	3	5.6	29	7
Total (S)	95	72	75.4	14	7.4	2	1
TOTAL	149	80	53.7	17	6.1	31	8

TABLE 37

HOW EMPLOYMENT POSITION WAS DISCOVERED

Group	Through practicum placement	Canada Manpower	Had previous position - leave for further training	Friends and relative	Approached hiring agency	Direct appli- cation to employer
Mt Royal (G)	1	3	7	2	3	4
Mt Royal (S)	3	1	0	2	0	0
NAIT (G)	10	3	2	7	2	5
NAIT (S)	3	3	2	0	2	4
Red Deer (S)	0	2	0	0	0	2
Total (G)	11	6	9	9	5	9
Total (S)	6	6	2	2	2	6
TOTAL	17	12	11	11	7	15

TABLE 38

WHETHER GRADUATES HAD A CHOICE OF
EMPLOYMENT POSITIONS

Group	n	Yes		No		No response	
		n	%	n	%	n	%
Mt Royal (G)	20	7	35.0	8	40.0	5	25.0
NAIT	34	11	32.4	18	52.9	5	14.7
TOTAL	43	18	33.3	26	48.1	10	18.6

obtained their positions through practicum field placements or through a return to a previously held position, they applied for one position only.

Table 39 represents the number of graduates who believed their employment positions were in line with their training. Most graduates seemed to feel that their employment was related to their social services training.

TABLE 39

WHETHER EMPLOYMENT WAS IN LINE WITH
GRADUATES TRAINING

Group	n	Yes		No		No response	
		n	%	n	%	n	%
Mt Royal	20	15	75.0	1	5.0	4	20.0
NAIT	34	20	58.8	8	23.5	6	17.7
TOTAL	54	35	64.7	9	16.7	10	18.6

Most graduates took their employment position due to an interest in that specific type of work (Table 40).

TABLE 40

WHY GRADUATES TOOK THEIR EMPLOYMENT
POSITION

Group	Interest	Finan- cial Need	Loca- tion	Leads to a- noth- er Job	Agency obli- gation	Only one avail- able	Posi- tion desired
Mt Royal	9	1	0	0	1	2	2
NAIT	12	3	2	3	2	2	2
TOTAL	21	4	2	3	3	4	4

Most graduates indicated that employment was available when they desired a position although about one quarter indicated that this was not the case (Table 41).

TABLE 41

WHETHER EMPLOYMENT WAS AVAILABLE WHEN
GRADUATES DESIRED A POSITION

Group	n	Yes		No		No response	
		n	%	n	%	n	%
Mt Royal	20	15	75.0	3	15.0	2	10.0
NAIT	34	21	61.8	10	29.4	3	8.8
TOTAL	54	36	66.7	13	24.1	5	9.2

The current job situation was indicated by graduates to be the main reason why employment was not available when required by graduates (Table 42).

TABLE 42

WHY EMPLOYMENT WAS NOT AVAILABLE WHEN REQUIRED
BY GRADUATES

Group	Job situation poor	Age	Job pending approval
Mt Royal	2	1	0
NAIT	9	1	2
TOTAL	11	2	2

Most graduates planned to continue working in their field for at least another year although several planned on continuing their education at the university level. Although Table 43 would appear to have indicated that many graduates wished to change employment positions, this was not necessarily a sign of dissatisfaction in the employment that they were engaged in. This item was an open ended one on the questionnaire and some respondents indicated several alternative plans for the following year. This could mean that some respondents were only giving cursory thought to changing positions. Another reason could be that perhaps social service graduates include a large number of people who like constant stimulation and frequent changes.

TABLE 43

EMPLOYMENT PLANS FOR THE FOLLOWING
YEAR (GRADUATES)

Group	Same position	Continue education	Other work position	Travel
Mt Royal	12	4	15	0
NAIT	16	8	20	2
TOTAL	28	12	35	2

Most students planned on continuing social service programmes or working in a related field the next year. Several wished to take university training in social work and a few wished to travel or work in an unrelated field. This item was left as an open ended one on the questionnaire and some respondents gave several alternative responses, all of which were tabulated (Table 44).

TABLE 44

EDUCATIONAL AND EMPLOYMENT PLANS FOR THE FOLLOWING
YEAR (STUDENTS)

Group	Continue same course	Work in related field	University -same field	Work in unrelated field	Travel	Undecided
Mt Royal	7	16	0	4	1	0
NAIT	26	20	3	2	2	4
Red Deer	8	8	1	0	0	0
TOTAL	41	44	4	6	3	4

As well as the tabulated results indicated by the previous tables, many respondents (both graduate and student) wrote comments generally concerning their feelings about their social service programme, specific subjects in the programme, and the employment situation. A representative selection of these comments has been included in Appendix H. This appendix contains seventy-four comments, forty-two of which were positive, twenty-three of which were negative and nine of which were neutral or mixed (both positive and negative feelings were expressed). The comments could be classified according to the following categories:

a)	Neutral comments regarding programme -	15
b)	Programme seen as positive in fostering personal growth and for general education -	20
c)	Programme seen as not being accepted by agencies -	10
d)	Employment situation seen as poor -	14
e)	Employment situation seen as favourable -	19
f)	Comment or question regarding transferability of programme or courses to university level programmes -	6

Due to the fact that some comments were in more than one category, these add up to more than seventy-four.

Strengths and weaknesses of the programme were generally discussed clearly and reasonably and many respondents appeared most happy to have the opportunity to comment on various aspects of the programme.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

Summary

The average respondent on this particular questionnaire study was most likely a NAIT student or graduate, although the other two groups were also reasonably well represented. More females than males in both the graduate and student groups responded to the survey. Although proportionately more graduates completed their questionnaires, more actual student than graduate replies were elicited. There was an almost equal number and proportion of first and second year students who returned their questionnaires. Of the graduates, about two thirds of the questionnaires returned were from 1970 graduates, with one third coming from 1969 graduates. Most students and graduates were from two-year Social Service Technology programmes, which are offered by Mount Royal College, the Northern Alberta Institute of Technology, and Red Deer College. A small number of replies came from graduates and students in the one year Child Care and two year Corrections Programmes, which are offered by Mount Royal College only.

It was learned that graduates had proportionately more subjects in the older age categories, while most students were twenty-five years of age or less. About eighty per cent of graduates and students were originally Alberta residents, and they tended to have entered their

social services training in centers as close as possible to their former permanent addresses.

Graduates most likely learned about the social service programme through past employers or through reading about the programme, while present students more likely had discussed it with their counselor or friends and relatives, as well as having read about it. Both graduates and students indicated that they had chosen their programmes because of a desire to work with people in a helping capacity. They wished a fairly short, practical, and field-oriented programme which would be close to where they were residing. Both groups also had particular employment positions in mind at the end of their training. Some graduates and students indicated that they did not wish a university programme, which they felt was too theoretical and too long.

The educational level of students who have entered the social services programmes has remained about the same, with over twenty per cent having entered with a senior matriculation standing. Most students had basically their grade twelve diploma as educational qualification, however. Fewer older students have entered the programme in the past year.

Graduates more often had previous related work experiences than did later students. Even when students did have previous related employment experiences, graduates tended to have had their positions for a considerably

longer period of time.

Most graduates and students indicated that they would choose to enroll in their social service programme again, even with the experience of the programme and the employment situation to further guide them. However, more graduates indicated that the employment situation would have caused them to have changed their minds about enrolling, while more students indicated that it was the programme itself which would have caused them to have changed their minds regarding re-enrollment.

More graduates than students indicated that they wish they had studied in another subject area, although even with the graduates, the percentage was low. Most of this group wished that they had entered social work or psychology at the university level, while a few chose the fields of recreation, photography, or office work.

The courses and experiences considered most valuable in the social services programme by both graduates and students were the highly practical ones which were most obviously related to later work with people and in the field. Most popular experiences were field placements, field trips, seminars, and discussions. Students wanted to feel that they were gaining explicit skills in their courses which they could apply to later employment situations. However, students and graduates often mentioned personal growth reasons as well for particularly enjoying or gaining from a particular course or experience.

Most popular courses were Methods, Social Problems, Growth, and Administration. Least popular experiences and courses were some guest speakers, structured presentations and tests, and courses such as Physical Education, English, Philosophy, Economics, and Political Science -- courses which did not appear to students to be necessary for later field work. Students indicated that they felt these courses often were superficial and irrelevant.

About an equal number of graduates felt the social services programmes should be made longer as felt they should remain at their present length of two years. The reasons indicated for a longer course were in order to allow students time for more field experience and opportunity for specialization.

Over eighty-five per cent of the graduates who returned questionnaires indicated that they were employed, although not all were employed on a full time basis or in employment related to their training. About thirteen per cent of graduates were in part-time positions, and about one half of these indicated that they did not have the opportunity for full time employment. All Mount Royal graduates who completed the questionnaire had obtained employment, and four NAIT graduates indicated an inability to find work in their own field. About twenty per cent of graduates held positions unrelated to their training, although most graduates held positions in Child Care or some branch of social welfare work.

Over twenty per cent of the students who completed the questionnaires were employed during their training. Most of these held part-time positions, with a few indicating full time positions (these were probably due to students who had obtained early summer employment positions). Most employed students held positions unrelated to their training.

Most graduates and students who were not planning on returning to a previously held position obtained employment through their field placements, Canada Manpower, direct application to agencies, friends and relatives. Most took the first interesting position available. Over sixty-five per cent of graduates indicated they found employment when they desired it.

Most graduates planned to continue in their present employment or in another social welfare position for the next year. A few indicated plans for travel or further education at the university level. Most students indicated they planned on returning to their programmes or finding employment in a related field. A few wished to travel or to enter university.

Some interesting written comments about the course which were added to the questionnaires by graduates and students were included in Appendix H.

Implications

The social services programmes are relatively new in all of Canada as well as Alberta. In the future many changes in the forms of the programmes will occur as the function of the programmes is modified. As the programmes' future function is still largely undetermined and unclear, it is impossible to foresee the changes that will necessarily occur in social services in the coming years. However, it is vital to make some hypotheses as to the needs and functions in this area, for most efficient use of people, resources, and allocated monies.

There has been a tendency in the past to plan programmes around pressing societal needs of the previous few years. At one time this may have been inefficient and more costly than necessary, but not seriously out of step with required changes. However, with current accelerating changes in technology, it is of utmost importance that the needs of ten to twenty years ahead should be determined, in order to remain ahead of needs by the time new and changed programmes are incepted.

An important finding of this study was that nearly one half of the graduates felt that future social services training should be longer than the current two years. As well, several graduates and students indicated that they wished to have entered a university course in a related field or were planning on continuing their education at the university level. This should have implications for

considering the feasibility of transferability of courses between social services programmes and schools of social work at the university level. This is especially relevant considering the fact that over twenty per cent of students entered social services training with a senior matriculation academic standing.

It appeared that for the most part, graduates of social services programmes have obtained satisfactory and satisfying employment in fields related to their training. Most felt that their training had prepared them adequately for field work, and they were employed in areas which interested them.

As this study had been conducted only two years after the first graduating class entered the employment scene, it would be interesting to know how long graduates will remain happy in their employment positions and with their training.

It is also important to know how agencies who hire graduates from social services programmes view the graduates in terms of function and competence. Are graduates being hired because of a general scarcity of more highly qualified personnel, because they are less expensive than hiring persons with Bachelor of Social Work degrees, or are they really seen as important trained members with particular skills to offer to a team? Knowing the answer to this and other questions is of vital importance as it is the hiring policies of agencies which,

in the final analysis, in a sense determine the success or failure of the social services programmes. No matter how worthy and adequate the programme, if the graduates are not employable or employed, the programme can hardly be called successful. The changing needs of agencies must be kept in the forefront of all planning of future educational programmes.

Educational Recommendations

1. It would appear that some students are entering the social services programmes, believing this is a short, practical way to the equivalent of a Bachelor of Social Work degree. This is not the case -- the training and functions of social workers and social service workers are not the same, and the public and prospective students in particular should be made well aware of this fact. This misconception could be one reason why many graduates and students of social service programmes indicated that they wish they had entered university instead, or may wish to enter university in the future.
2. If theoretical or non social welfare oriented courses such as Physical Education, Economics, English, and Political Science are to continue in the programmes, it might be wise to give more feedback to students. This should be done in order to indicate the reasons these areas are also covered in the programme as well as more obviously practical courses.

Recommendations for Further Research

1. To date, very little research has been done either in the area of the function of graduates from the social services programmes or in the area of the programmes themselves. Whether the programmes are allowed to expand, continue as at present, or decline, there must be a rationale behind this decision. At this time, more research on a long term basis is indicated before valid decisions for the future can be made. The two CAESS conferences held during the past five years have been useful in stimulating and exchanges of information among educational institutions and agencies. Crane's research, when completed should also be of great interest and importance.
2. Research and further study are indicated in the question of transferability of courses between educational institutions offering social services courses and social work training.

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APPENDIX A

DESCRIPTION OF SOCIAL WORK CAREERS AND OTHER COMMUNITY SERVICE PROGRAMMES AT MOUNT ROYAL COLLEGE

DESCRIPTION OF SOCIAL WORK CAREERS AND COMMUNITY SERVICE PROGRAMMES AT MOUNT ROYAL COLLEGE

Mount Royal College offered the following Community Service Programmes during the 1970 - 1971 academic year:

1. A two year programme in Social Service Careers.
2. A two year programme in Correctional Careers.
3. A one year programme for Residential Child Care Workers.

For students over eighteen years of age who wished to take programmes at the Junior College level to prepare for immediate employment, the Social Service Careers, Correctional Careers, and Residential Child Care Workers programmes were appropriate. These programmes were designed to train students so as to qualify them to take positions in a variety of Social Service and Welfare Agencies.

The Social Service Careers programme at Mount Royal was an Associate Diploma programme. It was described as combining a knowledge of the humanities and behavioural sciences, an understanding of community service theory and philosophy and a development of practical skills with field experience. The aim of the programme was to prepare students for employment in various health, welfare and social agencies. Students were prepared to provide counsel, guidance, emotional support, rehabilitative services and material aid.

The courses taken in the first year were English,

an Arts and Science Core Course; Emotional Growth, Emotional Maturity; Social Service Methods, Social Service Administration; Field work and an Elective. During the second year, Skills, Methods and Techniques; Social Service Techniques; Social Service Process; Problems of Abnormal Behaviour, an Arts and Science Core Course, and Advanced Field Work were studied.

The Correctional Career Programme was designed to prepare students for employment in numerous Correctional Agencies in positions such as probation and parole officers, family court counselors, jail or penitentiary classification officers and after care workers. The programme was described as combining a knowledge of the humanities and behavioural sciences, correctional theory and philosophy, along with practical field experiences.

Courses studied in the first year of the Correctional Career Programme were Correctional Career Methods, Administration, Emotional Growth and Maturity, English, Correctional Field Work, an elective and an Arts and Science Core Course. During the second year, Correctional Techniques; Process; Skills, Methods and Techniques; Abnormal Behaviour; Arts and Science Core Courses and Advanced Correctional Field Work were covered.

The Residential Child Care Programme was intended to prepare graduates for employment as Child Care Workers in a wide variety of residential settings such as

treatment centers, children's villages, orphanages, and other children's residences.

The programme of studies consisted of Residential Child Care Methods; Background and Administration; Field Work; Emotional Growth; Indoor-Outdoor Recreation; English; Emotional Maturity; and Residential Child Care and Social Sciences.

APPENDIX B

DESCRIPTION OF SOCIAL SERVICES TECHNOLOGY IN THE
NAIT CALENDAR 1970 - 1971

DESCRIPTION OF SOCIAL SERVICES TECHNOLOGY IN THE NAIT CALENDAR 1970 - 1971

This course was analogous to the Social Work Careers offered at Mount Royal College, and the Social Service programme offered at Red Deer College. It was described as being designed to provide practical and theoretical basic knowledge and skills to work with people under the auspices of social welfare institutions and agencies, both public and private. Students were required to be at least eighteen years of age before beginning their training.

The curriculum included the following areas:

Universal needs of people.

Human growth and development.

Social problems.

Social service programmes.

Community resources.

Interviewing.

Current welfare problems

Administration: recording, budgeting, and medical
information.

Extensive supervised field work was also provided.

First year courses were English, Social Service Methods, Administration, Emotional Growth and Maturity, Social Service Resources, Social Problems, and Field Work. The second year consisted of Methods, Social Problems, Resources, Social Services Philosophy, Economics, Medical Information, Political Science, and Field Work.

APPENDIX C

DESCRIPTION OF THE SOCIAL SERVICE PROGRAMME IN
THE RED DEER COLLEGE CALENDAR 1970-1971

DESCRIPTION OF THE SOCIAL SERVICE PROGRAMME IN
THE RED DEER COLLEGE CALENDAR 1970-1971

This was a two-year diploma course designed to prepare students for employment in beginning Social Service positions in public and private agencies. This programme, along with the programmes at Mount Royal College and NAIT did not carry university transferability. Students were required to be at least nineteen years of age before enrollment.

Courses studied in the first year were English; Psychology (General and Human Growth and Development); Sociology (Introductory and Social Problems); Introduction to Social Service; Structure and Function of Social Services; Physical Education; and Field Work. The second year courses consisted of Social Service Methods; Social Service Resources; Medical Information; Field Work; and an elective.

APPENDIX D
PILOT STUDY QUESTIONNAIRE

1. Sex -- M _____ F _____

2. Age -- (a) Under 21 _____ (d) 31 - 40 _____
(b) 21 - 25 _____ (e) 41 - 50 _____
(c) 26 - 30 _____ (f) Over 50 _____

3. If you are presently a student, please indicate the institution you are attending.

- (a) Northern Alberta Institute of Technology _____
- (b) Mount Royal College _____
- (c) Red Deer Junior College _____
- (d) University of Calgary _____

The type of program _____

The name of the program _____

4. If you are no longer a student, from which of the following institutions did you graduate?

- (a) Northern Alberta Institute of Technology _____
- (b) Mount Royal College _____
- (c) Red Deer Junior College _____

Did you graduate? Yes ____ No ____ Last year of attendance at school _____.

Length of program _____ Name or type of program _____

Diploma or certificate obtained _____

5. What was your permanent address prior to your training? (city and province)

6. How did you find out about the particular social work or social services program that you undertook?

7. What was your educational level before taking the social work or social services program?

- (a) University or R.N. degree(s) _____
Please specify major and degree(s) obtained _____
- (b) University training (without completing a degree) _____
Please specify _____

7. (c) Senior matriculation _____
 (d) Grade twelve diploma (~~not~~ senior matric) _____
 (e) Other _____
 Please specify _____

8. Why did you choose to take the particular social services or social work program that you did?

9. Did you have any previous employment experiences in the social services field before you took your training? Yes _____ No _____
 If yes, please indicate position and number of years and/or months of such work experience.

How much employment in the social work or social services field have you had since completing your training? Please indicate position(s) and number of years and/or months of such work experience.

10. In retrospect, would you have chosen to enroll in the same program again
 (a) with your present knowledge of the course work (was your curriculum relevant to your job?) Yes _____ No _____
 (b) with your present knowledge of the employment situation?
 Yes _____ No _____

Why? (a) _____

(b) _____

11. In retrospect, would you prefer to have been trained in another field or occupational area? Yes _____ No _____
If yes, what do you wish you had taken? _____

Why? _____

12. Please indicate the specific courses and the experiences you found most valuable in your training and indicate why. Please ignore your opinion of the proficiency of the instructor.

Most valuable courses _____

Reasons _____

Most valuable experiences _____

Reasons _____

13. Please indicate the specific courses and the experiences you found least valuable in your training and indicate why. Here again, please ignore your opinion of the proficiency of the instructor.

Least valuable courses _____

Reasons _____

Least valuable experiences _____

Reasons _____

14. For maximum benefits to students in the future, do you feel that your social work of social services training should be:

- (a) Longer than at present _____.
- (b) Shorter than at present _____.
- (c) The same length as it is at present _____.

Please indicate why you take the view you do. _____

15. Are you presently employed on a regular salary basis? Yes _____
No _____. If No, please respond to the next question. If yes, skip question 16.

16. Why are you without work?

- (a) Unable to find any job _____.
- (b) Unable to find a job in your field (in which you received training) _____.
- (c) Attending an educational institution _____.
If so, please specify name of institution and course being taken.

- (d) Homemaker _____.
- (e) Other reason _____
Please specify

17. Are you employed full time or part time? (Part time is less than 30 hours/week).

Full time _____ Part time _____

If you are employed part time, is this

- (a) by choice _____.
- (b) by inability to find suitable full time employment.....

18. Job title _____

19. Annual salary

- (a) Under \$3000 _____
- (b) \$3000 - 4999 _____
- (c) \$5000 - 6999 _____
- (d) \$7000 - 8999 _____
- (e) \$9000 - 10,999 _____
- (f) Over \$11,000 _____

20. How did you find your present employment position?

- (a) Placement through educational institution_____
 - (b) Canada Manpower_____
 - (c) Job advertisement_____
 - (d) Other_____
- Please specify_____

21. Were you able to acquire a position at the time you chose to do so? Yes_____ No_____

If no, why not?_____

22. Did you have a choice of positions? Yes_____ No_____

23. Why did you take the position you did?_____

24. Do you feel that your present position is generally in line with your training and experience? Yes_____ No_____

25. What do you anticipate doing (employment-wise) one year from now?

- (a) Same position_____.
- (b) Attending an educational institution_____.
If so, please indicate institution and course_____
- (c) Other work position_____.
Please indicate type of work desired_____
- (d) Other_____.
Please specify_____

THANK YOU FOR YOUR COOPERATION!

APPENDIX E
QUESTIONNAIRE MAILED TO GRADUATES

1. Sex -- M _____ F _____

2. Age -- (a) Under 21 _____ (d) 31 - 40 _____
(b) 21 - 25 _____ (e) 41 - 50 _____
(c) 26 - 30 _____ (f) Over 50 _____

3. Please indicate which of the following institutes you attended (while enrolled in a social work or social services course).

- (a) Northern Alberta Institute of Technology _____
(b) Mount Royal College _____
(c) Red Deer Junior College _____
(d) University of Calgary _____

Did you graduate? Yes _____ No _____

Last year of attendance at above institution _____

Length of program _____

Name or type of program _____

Diploma or certificate obtained _____

4. What was your permanent address prior to your training? (city and province)

5. How did you find out about the particular social work or social services program that you undertook?

- (a) Counsellor _____
(b) Other school personnel _____
(c) Friend or relative _____
(d) Read about it in a newspaper or institution's calendar _____
(e) Institution's open house _____
(f) High school career fair _____
(g) Other _____

Please specify _____

6. What was your educational level before taking the social work or social services program?

- (a) University or R.N. degree(s) _____
Please specify major and degree(s) obtained _____
(b) University training (without completing a degree) _____
Please specify _____

- (c) Senior matriculation _____
(d) Grade twelve diploma (not senior matriculation) _____
(e) Other _____
Please specify _____

7. Why did you choose to take that particular social service or social work program that you did? i.e. Geographical location, type of program etc.

8. Did you have any previous employment experiences in the social services field before you took your training? Yes _____ No _____
If Yes, please indicate position and number of years and/or months of such work experience.

How much employment in the social work or social services field have you had since completing your training? Please indicate position(s) and number of years and/or months of such work experience.

9. In retrospect, would you have chosen to enroll in the same program again:
(a) with your present knowledge of the course work (was your curriculum relevant to your job?) Yes _____ No _____
(b) with your present knowledge of the employment situation? Yes _____ No _____

Why? (a) _____

(b) _____

10. In retrospect, would you prefer to have been trained in another field or occupational area? Yes _____ No _____
If Yes, what do you wish you had studied? _____

Why? _____

11. Please indicate the specific courses and the experiences you found most valuable in your training and indicate why. Please ignore your opinion of the proficiency of the instructor.

Most valuable courses _____

Reasons _____

Most valuable experiences _____

Reasons _____

12. Please indicate the specific courses and the experiences you found least valuable in your training and indicate why. Here again, please ignore your opinion of the proficiency of the instructor.

Least valuable courses _____

Reasons _____

Least valuable experiences _____

Reasons _____

13. For maximum benefits to students in the future, do you feel that your social work or social services training should be:

- (a) Longer than at present _____
- (b) Shorter than at present _____
- (c) The same length as at present _____

Please indicate why you take the view you do. _____

14. Are you presently employed on a regular salary basis? Yes _____ No _____
If No, please respond to the next question. If Yes, skip question 15.

15. Why are you without work?

- (a) Unable to find any job _____
- (b) Unable to find a job in your field (in which you received training) _____
- (c) Attending an educational institution _____
If so, please specify name of institution and course being taken.

- (d) Homemaker _____
- (e) Other reason _____
Please specify

16. Are you employed full time or part time? (Part time is less than 30 hours/week). Full time _____ Part time _____

If you are employed part time, is this:

- (a) by choice _____
- (b) by inability to find suitable full time employment _____

17. Job title _____
18. Annual salary (a) Under \$1000 _____ (e) \$7000 - \$8999 _____
 (b) \$1000 - \$2999 _____ (f) \$9000 - \$10,999 _____
 (c) \$3000 - \$4999 _____ (g) Over \$11,000 _____
 (d) \$5000 - \$6999 _____
19. How did you find your present employment position?
- (a) Placement through educational institution _____
 Please indicate if: (i) through a practicum course _____
 or (ii) through counselling or employment services in your
 educational institution _____
- (b) Canada Manpower _____
- (c) Job advertisement _____
- (d) Other _____
 Please specify _____
20. Were you able to acquire a position at the time you chose to do so?
 Yes _____ No _____
 If No, why not? _____
21. Did you have a choice of positions? Yes _____ No _____
22. Why did you take the position you did? _____
23. Do you feel that your present position is generally in line with your
 training and experience? Yes _____ No _____
24. What are your employment plans for one year from now?
- (a) Same position _____
- (b) Attending an educational institution _____
 If so, please indicate preferred institution and type of course

- (c) Other work position _____
 Please indicate type of work desired _____
- (d) Other _____
 Please specify _____

THANK YOU FOR YOUR COOPERATION!

APPENDIX F
QUESTIONNAIRE DELIVERED TO STUDENTS

1. Sex -- M _____ F _____

2. Age -- (a) Under 21 _____ (d) 31 - 40 _____
(b) 21 - 25 _____ (e) 41 - 50 _____
(c) 26 - 30 _____ (f) Over 50 _____

3. Please indicate the institute you are attending.

- (a) Northern Alberta Institute of Technology _____
- (b) Mount Royal College _____
- (c) Red Deer Junior College _____
- (d) University of Calgary _____

Type of program you are taking _____

Year of program you are taking _____

4. What was your permanent address prior to your training? (city and province)

5. How did you find out about the particular social work or social services program that you undertook?

- (a) Counsellor _____
- (b) Other school personnel _____
- (c) Friend or relative _____
- (d) Read about it in a newspaper or institution's calendar _____
- (e) Institution's open house _____
- (f) High school career fair _____
- (g) Other _____

Please specify _____

6. What was your educational level before taking the social work or social services program?

- (a) University or R.N. degree(s) _____
Please specify major and degree(s) obtained _____
- (b) University training (without completing a degree) _____
Please specify _____

- (c) Senior matriculation _____
- (d) Grade twelve diploma (not senior matriculation) _____
- (e) Other _____
Please specify _____

7. Why did you choose to take that particular social services or social work program that you did? i.e. Geographical location, type of program, etc.

8. Did you have any previous employment experiences in the social services field before you took your training? Yes _____ No _____
If Yes, please indicate position and number of years and/or months of such work experience.
- _____

9. In retrospect, would you have chosen to enroll in the same program again:
(a) with your present knowledge of the course work? Yes _____ No _____
(b) with your present knowledge of the employment situation? Yes _____ No _____

Why? (a) _____

(b) _____

10. Would you prefer to be now studying in another field or occupational area? Yes _____ No _____
If Yes, what do you wish you were taking? _____
- _____

Why? _____

11. Please indicate the specific first and second year courses and the experiences you have found or are finding most valuable in your training and indicate why. Please ignore your opinion of the proficiency of the instructor.

Most valuable courses _____

Reasons _____

Most valuable experiences _____

Reasons _____

12. Please indicate the specific first and second year courses and the experiences you have found or are finding least valuable in your training and indicate why. Here again, please ignore your opinion of the proficiency of the instructor.

Least valuable courses _____

Reasons _____

Least valuable experiences _____

Reasons _____

13. Are you presently employed on a regular salary basis? Yes _____ No _____
If Yes, please respond to questions 14, 15, 16 and 17.

14. Are you employed full time or part time? (Part time is less than 30 hours/week.)

Full time _____ Part time _____

15. Job title _____

16. Annual salary (a) Under \$1000 _____ (e) \$7000 - 8999 _____
(b) \$1000 - \$2999 _____ (f) \$9000 - \$10,999 _____
(c) \$3000 - \$4999 _____ (g) Over \$11,000 _____
(d) \$5000 - \$6999 _____

17. How did you find your present position?

- (a) Placement through educational institution _____
 Please indicate if: (i) through a practicum course _____ or
 (ii) through counselling or employment services in your educational
 institution _____
- (b) Canada Manpower _____
- (c) Job advertisement _____
- (d) Other _____
 Please specify _____

18. All students please answer this question:

Do you have an employment position for this summer? Yes _____ No _____

If No, is this due to:

- (a) not desiring summer employment _____
- (b) not being able to get a summer position as yet _____

19. Graduating students only please answer this question:

Do you already have an employment position after graduation? Yes _____
 No _____

If Yes, please answer questions 20, 21, and 22.

20. Did you have a choice of positions? Yes _____ No _____

21. Why did you take the position you did? _____

22. Do you feel that your position is generally in line with your
 training and experience? Yes _____ No _____

23. All students please answer this question:

What are your employment plans for one year from now?

- (a) Attending an educational institution _____
 If so, please indicate preferred institution and type of course

- (b) Work position _____
 Please indicate type of work desired _____

- (c) Other _____
 Please specify _____

THANK YOU FOR YOUR COOPERATION!

APPENDIX G
LETTER TO GRADUATES

Dear

At the present time I am part of a larger study which has been commissioned by the Alberta Colleges Commission to take a look at the two year Social Welfare programs in Colleges and Institutes in the Province of Alberta. While this seems to be a large undertaking, fortunately my part of it is not.

As a first step in this study we are extremely hopeful that we can get a nearly one hundred percent response to the enclosed questionnaire which we are sending to every student and graduate of Social Welfare programs in this province. It is hoped that if we really can get this kind of cooperation we will be able to provide some information to Institutes and Colleges as well as the Colleges Commission as to the kinds of success you people are having or are going to have in the employment area. Your own comments about your experiences in your program should also be helpful in providing some kind of yardstick to the Commission as to the general directions these programs might take on a provincial basis.

Please be assured that general findings of this questionnaire will be relayed back to your own institutions and it is our hope that such findings may assist them in continuation of these programs. Your own questionnaire will of course be kept anonymous and will be used only by myself to collate data. In fact, if you would like a short summary of our findings when they are put together, please indicate this in the questionnaire (including your name and current address). We would be pleased to send you a summary sheet which will be prepared for that purpose.

As you can see, it is terribly important that we receive just as many of these questionnaires back as possible so your prompt attention to this questionnaire will be most sincerely appreciated. Please use the stamped self addressed envelope and if you have any comments or advice for us regarding this study, fire them along.

Cordially,

Heleen J. Masciuch

APPENDIX H
COMMENTS FROM QUESTIONNAIRES

COMMENTS FROM QUESTIONNAIRES

The following comments, both positive and negative, were made by students and graduates of the social services programmes in NAIT, Mount Royal College and Red Deer College.

"About the only objection to the social service class, there are many young people with hang-ups themselves in that course, and they are trying to use this as a means to get their own problems straightened out. In that class they need people with maturity and stability."

"At this time there seems to be a surplus of graduates from these two-year courses, as well as a surplus from the arts programmes."

"The programmes at Mount Royal are not really accepted in this community (Calgary). The City Social Services Department doesn't accept it yet."

"This programme was the only one offered in Canada in which my employer (Indian Affairs) would sponsor me. I took it to improve my seniority level and to acquire a theoretical background to my work (Residential Child Care). I have now acquired, through my certificate, a firm hold of my job and have relieved any fear of losing my job through no seniority."

"The employment situation in the Edmonton area for graduates is presently very good."

"Would you know if the two year social services programme at NAIT will be given any credit rating by Alberta universities?"

"NAIT graduates have fewer problems adjusting to Social Worker I work loads compared to BA graduates but BA graduates begin three salary increments higher - not too fair when work load is equivalent and course material involves similar work!"

"There always seems to be a demand for child care workers. A lot of people try this sort of work but tend to drop out due to the nature of the work."

"I strongly feel that the committee has failed miserably to reconstruct the Social Services course as determined by community needs when one looks carefully at the NAIT graduate."

"I strongly believe that the NAIT programme should be discontinued in view of the employment situation."

"Employment may be tough but it is a very good course in learning to study human behaviour. An under-

understanding of human behaviour would come in handy in any job."

"I really wanted to work with and help people but felt that the Master of Social Work degree was too long for my contentions. This course offered exactly my expectations."

"The course could be lengthened by one year or more to enable us to cover the material more carefully and to enable us to specialize (e.g. child care, probation)."

"Even though I am having problems obtaining employment, I feel it is due largely to my age, sex and lack of experience. These are very important factors in the field of corrections."

"I'm very satisfied with the course content."

"I feel I gained a lot from this course both personally and professionally. I would hope that some changes would be made in curriculum but generally I thought the course was very good."

"I enjoy my employment very much and I feel functional in an area which I consider to be very important."

"I feel the course prepared me very well for the position I now have (Social Worker in Manitoba) which is a completely diversified case load."

"I believe the social work employment picture is as bright as any field, considering the high unemployment rate in other careers."

"If the programme was any longer, I think a person would be as far ahead to take a university Social Work training programme."

"The effort put into the course determines what a person gets out of it. I was fortunate enough to have twenty years experience (twelve years as a supervisor) in working with and handling men. This course helped point out my strengths and weaknesses in working with people. I state without hesitation that each and every course proved to be valuable."

"I doubt very much whether I could have participated in a longer course (mostly due to financial reasons). I would definitely not recommend a shorter course."

"I have been and plan to continue to take courses relating to my job such as Human Relations, Sociology, etc."

"The jobs in Social Services aren't that available for a non-degreed person."

"I feel the focus of the programme is changing - the length will depend on the focus the programme takes."

"At this point I am having a lot of mixed feelings regarding the NAIT course."

"Due to my age (41 - 50) and experience, this course seemed to meet my need for further study. I was deeply interested in working with people in this type of work."

"I feel the courses were relevant but we must understand that we as workers must be able to accept change and be flexible. I feel the programme produced a real opportunity for self-growth and awareness. I think it made me a more open person, a person who is able to share feelings and experiences."

"Before I went into the programme I was very, very set in my views and very inflexible. I soon learned that in order to succeed I had to give a little in order to gain."

"With respect to the employment situation I feel it's how you sell yourself, not your qualifications that

determine whether you get a job."

"Although I still want to be a social worker, I'm having the hardest time finding work in this field."

"I really enjoyed the programme but at times felt pressure, felt as though we were running out of time."

"There aren't any positions (Social Work) available."

"I believe that anyone who really wants a job will find one. It may mean leaving one geographical area for another where work is available."

"There are many jobs that a technician (social services graduate) can do as well as a BA graduate. Agencies, though, do not always want to accept this. This is an area that needs additional work."

"As I saw it, the NAIT programme was more directed to one's individual growth in all areas. One was also expected to question their own values, philosophy, etc."

"It isn't only the training that makes you a good social worker, it's your character, and if the training is longer, people tend to become so bound by the book that they forget the people they're supposed to help."

"Jobs are scarce, and in moving to another province and location, evaluation of our course is somewhat different. It took a long time to find a position available that I was qualified to fill."

"I have applied for approximately 100 positions (some repeated at same agency) with no success. Manpower has given me no assistance. I had my field placement in Family Court with very high evaluation but was refused a job because I had no degree and, therefore, limited potential. I have tried to obtain a position with the Department of Social Development but with no success. I am a single parent with three children to support who wasted a great deal of my savings to take this course."

"I enjoyed my course but the field is too limited and the competition with BA students too difficult. Few agencies recognize this course."

"I cannot find suitable work. Age is a serious handicap. The mature person in need of employment is severely discriminated against and no assistance is given in any area. It is the one handicap that cannot be overcome. I am physically healthy and have no personality problems."

"There are always jobs open in the Correctional field. The BSW and MSW do not have the working knowledge

to survive in this field. If you check statistics, their average length of employment in this field is about one year."

"I graduated in May of 1970 and have worked steady since then. At present I am filling two positions: (a) Vocational Rehabilitation Officer, and (b) Work Training Analyst."

"Employment in most social agencies does depend on education but salesmanship of self is the greatest factor in gaining work. Those people who took the same course I did and took advantage of what the course had to offer are all employed. Those who went along for the ride are still waiting for their little dream."

"Two years could be used for a good solid background in Social Services, and one to allow for specialization in Child Welfare, Counseling, Public Agency, etc."

"I feel that any resourceful person with grade twelve who is objective and mature could easily do the work in a Public Agency. However, a person with a background in Social Service is much more effective and capable of doing far more than required by the agency. I, therefore, tend to believe that one is over trained in the Public Agency."

"I would like to say that I feel the course at Mount Royal is excellent and I do not feel anyone would regret taking it if they are interested in child care work. I had no previous experience before going to Mount Royal, I had just completed my grade twelve the previous year. As I am only nineteen years old I feel the salary I am earning (\$5,000 - 6,999) is excellent especially for a young girl starting to work with no previous experience."

"I do not believe the course is recognized by potential employers, consequently I would have preferred a general degree majoring in psychology."

"As of the present, the employers of Social Service graduates are beginning to accept the course more than at the time of its inception."

"Correctional fields are wide open! I want to know more and develop with the advances planned in this type of employment."

"I feel confident in my role and in competition in the labor market."

"I feel the two year programme, as is, is an excellent base for any field of social work, but would like to see a third year programme for specialization in specific areas

like criminology, child care and medical."

"To function in any adaptable capacity within the social service field, one has to have the basic qualifications of M.S.W. This course does not serve as any incentive to further studies."

"I think that the programme should either be discontinued or arranged in such a way as to afford students the privilege of furthering their studies. It should be a transfer programme to higher levels of learning."

"At the present I am pursuing a B.S.W. programme at the University of Windsor."

"The course at NAIT does not achieve recognition in many agencies. It almost seems that if it is recognized it is for agency budgeting purposes as we are paid much lower than a person with a BA degree."

"I would like to have studied at the university level but to achieve the same type of training."

"Seemed to be a good overall programme."

"With my experience (four years police experience, correctional officer) and training I have found no

difficulty obtaining employment and on graduation I had a choice of three positions in my field of interest."

"The programme offered the specific training I had sought unsuccessfully elsewhere and was of a practical rather than ivory tower orientation."

"In my biased view this kind of training attracts and prepares people who can and who are interested in providing a service to the community at grass roots level which most university graduates are not prepared either personally or emotionally to provide (this excluding B.S.W. or M.S.W. graduates)."

"In the area of mental health I felt that we had learned just enough to be dangerous and not enough to be competent."

"I feel that most generally speaking the courses I took at the NAIT and the ones which I am taking at the University of Montana School of Social Work are the same. NAIT offered the opportunity to work in the field as you learned, which was doubly beneficial."

"Even if we don't get a job the course has already been beneficial personally. It would be a good character reference for any other type of job we might work in."

"The job situation is very tight."

"Community colleges, NAIT and Mount Royal are flooding the market with students."

"The Alberta Government, Department of Education, has set up these two-year programmes stating there is a need for these graduates, yet the Health Department and the Attorney General's Department won't hire without you possessing a BA. There is undoubtedly some confusion between departments in our government."

"I believe a job will open up for all those who are really willing to work for the opportunity."

"I think the job situation is bad in nearly all fields, you might initially have to take any job but eventually you will get into social work."

"There are jobs available - I did find employment."

"Employment is available but its acquisition depends upon the individual."

"The course isn't perfect but it's good. I would like to see more field work."

"There are jobs open for graduates for this programme. We have to compete for them but if we want work, we will find it."

"I chose this programme because I did not want to take a MSW as I feel they go into administration jobs. I want to work with people."

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